NEW-YORK
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THEE AND ONLY THEE.
A lute whose leading chord is gone—
A wounded bird who hath but one
Imperfect wing to soar upon—
Are like what I am without thee.

UNIVERSITY OF N.C. AT CHAPEL HILL
00022228199

Cornelia Viola Battle

Savannah Ga.

Sixty years old

Dec. 3rd 1863.

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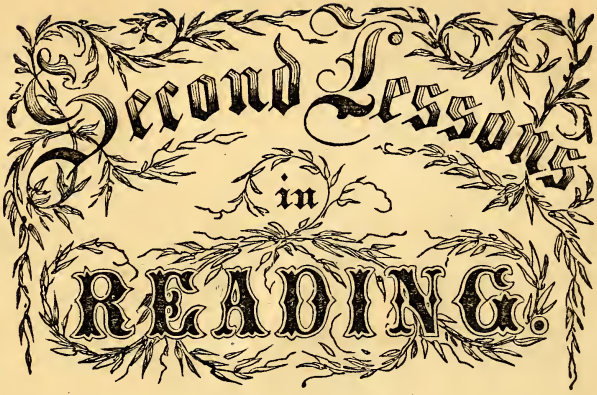
Second Lessons
in
READING.

1A as in 1ale
2A " 2at
3A " 3art
4A " 4all
5A " 5bare
6A " 6ask
W. Orr, Sc. N.Y.
ARTICULATION

NATIONAL SERIES.—No. 2.

THE

NATIONAL SECOND READER:

CONTAINING

PRELIMINARY EXERCISES

IN

ARTICULATION, PRONUNCIATION, AND PUNCTUATION;

PROGRESSIVE AND PLEASING

EXERCISES IN READING;

AND

NOTES EXPLANATORY OF THE MORE DIFFICULT WORDS AND PHRASES, ON THE PAGES WHERE THEY OCCUR.

By RICHARD G. PARKER, A. M.

AND

J. MADISON WATSON.

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PREFACE.

This volume, though designed to follow "The Word-Builder," is complete in itself, and may be used as a *Second Reader* in any series. In its preparation, we have aimed to adapt the exercises and lessons to the special wants of the pupil; and, while avoiding a feeble and puerile style, to reconcile simplicity with pure literary taste. Beginning with lessons more easy than some at the close of the preceding work, its gradation is so complete, that the learner, almost insensibly overcoming obstacles, at its close will be thoroughly prepared for the succeeding volume.

In Part First, a few simple and comprehensive reading lessons are prepared, to amuse and interest the pupil, to teach him the names of the *points* used in this work, and, as far as may be, give him a practical knowledge of punctuation as applied to reading.

Articulation and *Orthoepy* are recognized as of primary importance. Complete exercises on the elementary sounds and their combinations are so introduced as to teach but one element at a time, and to apply this knowledge to use as soon as it is acquired.

Children, in first attempting to read, find great difficulty in determining the correct pronunciation of the separate words. As usually taught, they are of necessity so intent upon this that they almost wholly lose sight of the connection, sense, and sentiment, and thus contract vicious habits, which, in most instances, remain through life. To avoid this difficulty, and to enable pupils to read understandingly and with ease, each reading lesson is preceded by a list of the more difficult words, arranged for a class exercise in pronunciation.

Clear and satisfactory definitions of words not easily understood by the pupil, as well as all necessary explanations, are given on the pages where they occur. Another feature which we consider of especial importance, is the introduction of numerous dialogues and pieces of a conversational nature.

As most of the lessons are original, or have been rewritten for this little work, a list of the names of authors is deemed unnecessary. To one gentleman in particular, however, the authors of this volume confess themselves much indebted, for the liberty so freely given to avail themselves of his labors. We refer to T. S. Arthur, Esq., whose beautiful tales and stories are read with so much avidity by the rising generation.

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THE

NATIONAL SECOND READER.

PART I.

MARKS AND PAUSES USED IN READING.

LESSON I.

marks	does (dŭz)	mean ing	build er (bĭld'er)
points	said (sĕd)	al most	ma ny (mĕn' ny)
pause	lit' tle	no tice	noth ing (nŭth'ing)
John	aft er	use ful	ev' er y
Kate	let ter	per haps'	pe' ri od
Charles	Ma ry	les son (lĕs'sn)	un der stand'

THE PERIOD.

YOU have just read all the lessons in the Word-Builder. In those lessons you read

NOTE.—The object of arranging the difficult words in columns is, that pupils may learn to *pronounce* them correctly, in the class, before attempting to read the lessons that follow; thus enabling them to read, without hesitation, in a natural and unconstrained manner. These lists of words may be used for spelling lessons, but pupils should not be confined to them. Each reading lesson should also be used as a spelling lesson.

letters and small words; but there were many little *marks*, on each page, that you did not read, nor, perhaps, notice.

2. In all books, you will see these little marks. They are not letters; but they are almost as useful as letters, for they teach the meaning of your lessons.

3. These marks teach you when to pause, or rest, in reading, and help you to understand' what is read. If, then, you do not learn the use of these little marks, you will never be able to read well.

4. I will now teach you the names and use of some of these little marks, or points. The first one I wish you to notice is a little round dot like this . It is called a *Pe'ri od.*

5. The period is put after almost every thing that is said. When you come to a period, you must stop and rest. You must let your voice fall, as though you had nothing more to say.

6. John is a good boy.
7. John and Charles are good boys.
8. Mary is a kind little girl.
9. June is the month of roses.
10. Mary gave a white rose to Kate.
11. A red rose is as sweet as a white one.

12. Green leaves are on the trees.

13. Birds sing their sweet songs.

14. The horse and ox eat the green grass.

15. You must stop reading at each period.

16. You must let your voice fall at each period.

17. You may count the periods in this lesson.

18. Tell your teacher how many periods there are in this lesson.

LESSON II.

taught	al ways	ques tion	an swer (an′ ser)
called	some times	teach er	lon ger (lŏng′ ger)
voice	plāc ing	be cause′	fin ger (fĭng′ ger)
length	crook ed	an oth′ er	in ter ro gā′ tion

THE INTERROGATION POINT.

IN the last lesson, you were taught what the pe′ri od is, and how it is used. In this lesson, I wish you to learn the name and use of an oth′ er mark.

2. The mark which you are to notice in this lesson is of this shape ? You see it is made by placing a little crooked mark over a period.

3. The name of this mark is the *Question Mark*, because it is always put after a question. Sometimes it is called by a longer and harder name. The long and hard name is the *Interroga'tion Point.*

4. When you come to a question mark, you must stop and rest. If the question may be answered by *yes* or *no*, your voice must rise on the last word before the question mark. In this lesson, all the questions may be answered by *yes* or *no.*

5. Can you read your lesson well?

6. Can you read the long and hard words?

7. Can Charles read better than you?

8. Do you wish to be at the head of your class?

9. Have you ten fingers?

10. Are your fingers all of the same length?

11. Has any boy or girl more fingers than you have?

12. Does the sun rise in the west?

13. Can a lamb fly in the air?

14. Can a sheep bark like a dog?

15. Does the horse like hay and oats?

16. Do you know the name of this little mark?

17. May all these questions be answered by *yes* or *no?*

18. Does your voice rise when you come to the question mark, in this lesson?

19. Can you tell your teacher by what name the question mark is sometimes called?

20. Can you tell your teacher how many Interrogation Points there are in this lesson?

LESSON III.

cream	birth day	break fast (brĕk′ fast)
taste	sup per	brought (brawt)
fa′ther	bought (bawt)	sug ar (shug′ ar)
prop er	pret ty (prĭt′ ty)	co coa (kō′ kō)

THE PERIOD AND INTERROGATION POINT.

IN the first lesson, you were told that the voice must *fall* on the last word before the period. In the lesson you have just read, you were told that the voice must *rise* at each question mark, when the question may be answered by *yes* or *no*.

2. In questions that cannot be answered by *yes* or *no*, the voice must fall at the question mark. Such questions must be read in the same manner as you would read periods.

3. In this lesson, you will see both periods

and question marks. Some of the questions may be answered by *yes* or *no;* and to some, *yes* or *no* would not be a proper answer.

4. Where did you get that pretty cap?

5. My father bought it for me.

6. How old shall you be on your next birthday?

7. The cow gives us milk for our supper.

8. Do you like cream and sugar in your tea?

9. Did you ever see a nut that had milk in it?

10. The cocoa-nut is full of milk.

11. Cocoa-nuts grow on tall trees in very distant lands.

12. They are brought to us in ships.

13. Did you ever taste a cocoa-nut cake?

14. How many periods are there in this lesson?

15. Do you see any questions in this lesson that may be answered by *yes* or *no?*

16. After what questions must the voice rise?

17. After what questions must the voice fall?

18. Does the voice rise or fall at a period?

19. How many questions are there in this lesson?

20. How many questions in this lesson cannot be answered by *yes* or *no?*

LESSON IV.

bright′ ly	speak ing	rab bit	hun gry (hŭng′ gry)
sweet ly	wash ing	de lights′	tan gled (tăng′ gld)
suf fer	in jured	pret ty	ex cla mā′ tion

THE EXCLAMATION POINT.

THE *Ex cla ma′ tion Point* is a mark like this ! When you see something that is very strange, or that delights or pleases you very much, the words you would use in speaking of it should have the mark of exclamation after them.

2. If a little boy fall and break his arm or his leg, or is very much injured in any way, what he says should have this mark after it.

3. In this lesson, the voice should fall on the last word before this mark, and you should rest for a short time.

4. Tell your teacher how many times the exclamation point is used in this lesson, and on what words the voice falls.

5. What a fine morning it is ! How brightly the sun shines ! How green the grass is ! How sweetly the birds sing !

6. Why, there goes a little rabbit! How shy it is! How fast it runs! Oh, how glad I am to see it!

7. Dear Mother! What a cold day it is! How fast it snows! How thick the ice is! How the poor little birds must suffer! How hungry they must be!

8. How hot the fire is! How black the cake is burnt!

9. How tired I am! What a great distance I have run! How badly I have torn my dress!

10. Oh, how hungry I am! How long it seems since I ate my breakfast! How long it will be before I have my dinner!

11. How pretty the baby looks! Oh, how dearly I love him! What a pretty child it is!

12. Ah, you careless boy! How dirty your hands are! How much they need washing! How tangled your hair looks!

LESSON V.

clothes	com′ ma	fur ther	troub le (trŭb′ bl)
gnaw	bet ter	sen tence	be tween′
scratch	fast er	treat ed	be sides

THE COMMA.

BESIDES the Period, the Interrogation or Question Mark, and the Exclamation Point, there is another little mark used in books. It is shaped like this , and it is called the *Com'ma.*

2. The Comma is often used in places where there are many words to read before you come to a period.

3. It will be proper, before you read more about the comma, to explain to you what is meant by a sentence.

4. The words which stand between one period, question, or exclamation, and another period, question, or exclamation, are called a sentence.

5. The sentence almost always ends with a period; and the sentence itself is also called a period.

6. When you read a sentence in which there is a comma, you may stop at the comma a very short time, to take breath.

7. You must try to read every thing just as you would say it if you had no book before you, and you were saying what is in your book to some of your friends.

8. Now, you may read the sentences that fol-

low, and tell your teacher how many commas there are in each sentence.

9. Tray is a pretty, kind, and gentle little dog.

10. The horse, if he is well treated, is very kind and useful.

11. The cat will scratch with her sharp claws, and hurt you very much, if you trouble her.

12. The dog does not scratch, like a cat, but, when he is angry, he bites.

13. The cow, when she is cross, will sometimes toss the dog into the air with her long horns, if he bark at her.

14. The cat catches mice and rats, when they come out of their holes, by night or by day, to gnaw the cheese, the bread, the cake, or other things.

15. What boy, in this class, did not study his lesson, because it was too long?

16. Where is the boy, but nine years old, who can run faster, jump further, or swim better, than James Bruce?

17. Will the little white mouse, the cross dog, the sly cat, and the pet bird all play in the same room?

18. If the old hen and her chickens could live in the water, if the little fishes could live on

land, if little boys and girls could fly in the air, should we not think it very strange?

19. In the morning, as soon as you rise from your bed, wash your face and your hands, comb your hair, brush your teeth, clean your finger-nails, brush your clothes, and, when you are all neat and clean, kneel down by the side of your bed, and say your prayers to the great and good God, who made you.

LESSON VI.

sleighs	hurt′ful	kitch en	cov ered
wolves	weath er	paw ing	an′ i mal
hawks	chil dren	swift ly	sem′ i co lon

THE SEMICOLON.

THIS mark is called the *Sem′ i co lon*; You see it is made by placing a period over a comma.

2. When you come to a semicolon in reading, you may make a longer pause than when you come to a comma.

3. In the sentences that follow, you will find all the marks I have now described to you, and I hope you will try to use them as you have been taught.

4. In cold weather, children sometimes go to school in sleighs; and then they have fine fun, and laugh, and shout, as they are drawn swiftly over the snow.

5. When school is out, they play with their sleds; or, perhaps, go on the river or the pond to skate; and then they do not seem to care for the cold, nor the snow, nor the ice.

6. Dear father, do look out of the window, and see how fast the snow falls! It has covered the tops of the houses; it has bent down the branches of the trees; it has blown under the cracks of the door, and it seems as if the air is full of snow.

7. See, mother, see the big moon, and the pretty little stars! I think the moon is the little star's mother. No, my dear, the stars are much larger than the moon; but they are so far off, that they look smaller than they are.

8. When it is cloudy, in the night, we cannot see the moon and stars; and then it is very dark.

9. How fast the rain is falling! The cows, the horses, and the sheep have gone into the barn to get out of the storm; and the dog is pawing the door, to ask leave to come in and dry himself by the kitchen fire.

10. Good an'i mals are in'no cent and useful; but evil animals are cruel and hurtful.

11. Sheep, and cows, and doves are good animals; but wolves, and bears, and hawks are evil animals.

12. Can you count the semicolons in this lesson, and tell your teacher how many there are? Tell your teacher the names of all the marks in this lesson, and the number of each.

LESSON VII.

co' lon	ti ny	spark le	al lowed
clear ly	up right	ceil ing	cor rect' ly
blos soms	loud ly	re cite'	dis tinct ly

THE COLON.

THERE is one more mark that I wish to show you: it is the *Co' lon.* The colon is made by placing one period over another, like this:

2. The colon is not seen so often in books as the semicolon; but if you see one when you are reading, you may rest longer at it than you would stop at a semicolon.

3. A little boy is by no means to be allowed to do as he pleases: he must mind what is said to him: he must try to please his father and

mother: he must be kind and pleasant to every one: he should treat others, as he would wish that they should treat him.

4. The grass grows in the green meadow: the leaves appear on the trees: the blossoms are all open: the weather is mild and warm.

5. Learn your lessons well: study them a long time: be careful to read the words correct'ly; and, when you recite your lessons, speak clearly, distinct'ly, and loudly.

6. You have said in your joy: I will study my lesson: I will spell all the hard words: I will learn the names of all the marks: I will read as though I were talking: I will stand at the head of my class.

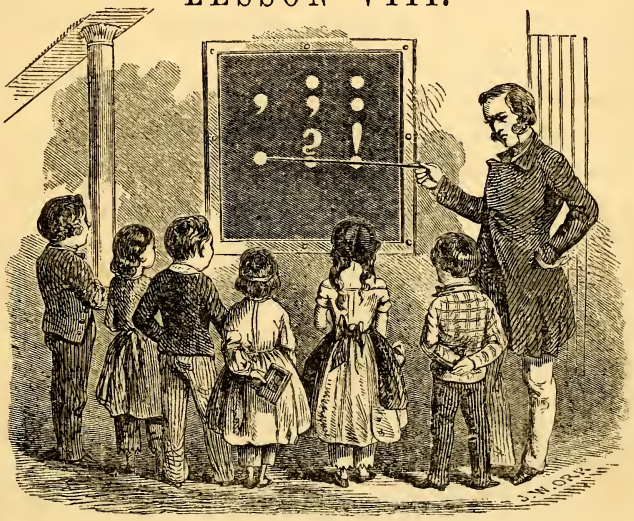
7. One day, a good little girl, whose name is Anna Smith, learned these lines, at the request of her teacher:

8. I see, my little fly, your wings,
That sparkle in the sun:
I see your legs, what tiny things!
And yet how fast they run!

9. You walk along the ceiling now,
And down the upright wall:
I'll ask mamma to tell me how
You walk and do not fall.

10. I'll near you stand, to see you play;
But do not be afraid:
I would not lift my little hand
To hurt what God has made

LESSON VIII.



MARKS AND PAUSES.

Teacher. I will now ask some questions about the marks used in reading. In the lessons you have just read, you were told the names and use of these marks. If you attend to what I say, I think you will be able to answer all my ques-

tions. Charles, what is the name and use of the little curved dot you see on the blackboard?

Charles. That little curved dot is called a *comma.* It is used to mark the shortest pause. When I come to a comma in reading, I may stop and rest long enough to say *one.*

Teacher. That is right, Charles. You may tell me, Mary, which of the marks is called the *semicolon*, and what it shows.

Mary. The semicolon is a comma with a little round dot over it. The semicolon shows a pause twice as long as a comma. I may rest at a semicolon long enough to say *one, two.*

Teacher. Emma, you may tell me all you know of the next mark you see on the board.

Emma. The next mark is two dots, one over the other: it is called the *colon.* The colon shows a pause twice as long as the semicolon. When reading, I may rest at a colon long enough to say *one, two, three, four.*

Teacher. William, you may tell me the name and use of this little round dot.

William. It is a *period.* When I come to a period, I must stop, as if I had done reading. My voice must fall at a period, and I must rest longer than at a colon. The period is placed at the end of a sentence.

Teacher. Anna, can you tell what a sentence is?

Anna. The words that are used to ask or to tell something are called a sentence. The sentence almost always ends with a period; and it is sometimes called a period.

Teacher. If I say, *The good boy*, are these three words a sentence?

Anna. No, sir. They do not tell us any thing.

Teacher. James, if I say, *The good boy studies*, are these four words a sentence?

James. Yes, sir. They tell us something. They tell us what the good boy does.

Teacher. Very well, James: can you tell the name and use of this crooked mark?

James. It is the *interrogation point*, or *question mark*, and it is always placed after a question. If the question may be answered by *yes* or *no*, the voice must rise at the interrogation point. If the question cannot be answered by *yes* nor *no*, the voice must fall at this point

Teacher. You may tell me, Charles, what you know of the last mark on the board.

Charles. The name of the last mark on the board is the *exclamation point.* I must rest at that point; and, when it is placed at the end of a sentence, my voice must fall.

THE

NATIONAL SECOND READER.

PART II.

EXERCISES IN READING.

LESSON I.*

build	through	wa ter	weath er
bridge	sis′ ter	some times	ev′ er y
cătch	broth er	in sect	an oth′ er
road	morn ing	pas ture	beau′ ti ful
school	pic ture	spark led	pret ty (prĭt′ ty)
stream	pleas ant	dur ing	e ven ing (e′ vn ing)

THE NEW BOOK.

ONE fine morning, in the month of June, a little boy, by the name of John True, was seen going to school, with his sister Mary.

2. He was a very good little boy, and his sister was also a very kind girl; but she was larger and older than her brother.

* Pupils should be required to pronounce the words preceding each reading lesson, before attempting to read.

3. Though they lived a great way from the school-house, you will see, if you look at the picture below, that it was a very pleasant walk.

4. On the left side of the road, there is a fine stream of clear, cold water. Sometimes they would stand on the bridge that passes over the stream, and watch the little fishes playing in the water.

5. The little fishes would sometimes spring up from the water, to cătch flies, or other in-

sects. Sometimes they would chase one another in the stream, or turn over and over, and show their bright little fins, that sparkled like silver or gold.

6. You see, on the right side of the road, some very fine trees. Here the little birds built their nests; and, every morning and evening, John and Mary could hear them singing their sweet songs.

7. The cows and sheep used to come from the pasture to drink; and, on warm days, the cows would stand in the water, under that large tree near the stream.

8. John was very happy this morning, though he had not once thought of these beautiful things. What do you think made him so happy? I will tell you.

9. He had been to school during all the cold weather, and had tried so hard to learn to read, that he had read all the lessons in the Word-Builder, and could spell the words in it, without looking at his book.

10. You see, in the picture, he has a book in his hand. It is a new book. His father bought it for him the day before, and his class were to read the first lesson in it this morning.

11. It was a very pretty book. Its name you

can see on the back of the book you hold in your hand, for his book was just like yours.

12. It was the new book, then, that made John so happy. As he was thinking of it, he asked his sister Mary how long it would be before he could read all the lessons in his new book, and have still another.

13. My dear brother, said his sister, that depends on yourself. If you study your lessons with care, see how the words are spelled, and attend to what your teacher says, you will soon be able to read all the lessons in your new book.

14. I hope, my young reader, that you will remember what Mary said to her little brother. If you study your lessons with great care, and learn to pronounce and spell all the hard words, you will soon be able to read all the lessons in this book, and then you can have a new one.

ARTICULATION.

ā *or* å.

åge,	åpe,	båle;	båthe,	cåge,	cåve;
dåle,	dåme,	flåke;	flåme,	gåte,	gåve;
håste,	håte,	låke;	måke,	råge,	såme;
såve,	tåle,	tåpe;	våle,	wåke,	wåve.

Note.—Letters representing the element taught in each exercise in Articulation, wherever they occur in reading lessons immediately succeeding, are printed in *italics*.

LESSON II.

spring	hon ey	cro cus	wheth er
breath	mȧ ple	pur ple	snow-flȧke
boughs	riv er	melt ed	ap peared′
burst	li lac	win ter	vi′ o let
scents	pat ter	dog wood	găth er ing
swelled	gar den	blos som	but ter-cup
o′ dor	show er	flow er	bus y (biz′ zy)
dew y	yel low	drop ping	fro zen (fro′ zn)

SPRING.

SPRING has come. The sŏft, rich rains have melted the snow and ice of winter. The

water in the frozen brook and river is now set free.

2. The red blossoms of the maple, and the white blossoms of the dŏg-wood, have appeared. The buds upon the lilac have swelled and burst, and their sweet odor scents the air. The white blossoms of the cherry-tree hang upon its boughs, like snow-flakes.

3. The white snow-drop, the yellow and purple crocus, and the blue violet, have appeared; and now the May flowers open their sŏft blue eyes.

4. The sŏngs of the birds are heard in the garden and the wood; the little lambs skip and play in the green pastures; and the busy bees are găthering their honey.

5. Men are at work in the gardens and the fields; and the fresh earth sends up a pleasant smell.

6. Children are let loose in the fields and gardens. They walk upon the green grass, and pick the early flowers. They hold butter-cups under each others' chins, in play, to see whether they love butter.

7. The dewy evening comes on. There are no clouds in the blue sky. The moon and stars shine with a sŏft and clear light. All is still.

There is not a breath of wind; no hum of bees; no sŏng of birds; not a sound upon the earth, or in the air.

8. If there are clouds in the sky, there will be no wild storm of wind and rain. The warm drops of the gentle shower will patter on the roof, like the light tread of your little brother or sister's feet. You will not wish to sleep; but you will lie awake to hear the pleasant sound of the dropping rain.

ARTICULATION.

ă *or* å.

åt,	åct,	åsh;	bråd,	både,	bránd;
clåm,	clåmp,	clåsh;	dåmp,	dånk,	dåsh;
låmp,	lånd,	låsh;	ránk,	rånt,	råsh;
såmp,	såsh,	scånt;	ván,	vålve,	vámp.

LESSON III.

bread	Bŏs ton	num ber	ån′ i mals
crumbs	fish es	piec es	cär′ ria ges
friends	les son	tur tles	af fec′ tion
fa′ ther	oth ers	kind ness	fin gers (fĭng′ gers)
moth er	al ways	se cure′	creat ures (krēt′ yers)

THE GIRL AND THE FISHES.

IN a town near Bŏston, there once stood a small house, close by the side of a river. A little girl lived in this house, with her father and mother.

2. This was a very kind little girl. Every day she used to take some bits of bread, and go near the edge of the river, and call "Turtie, turtie."

3. A number of turtles would swim to the place where she was, and catch the pieces of bread she threw into the water, or take them out of her hand.

4. When the little fishes saw how kind and

gentle she was, and that she did them no harm, they would also come and eat the crumbs of bread.

5. The turtles and fishes soon became so tame, that she could put her hands into the water and take hold of them.

6. People came many miles in their carriages to see the little girl feed the fishes and turtles. She was so gentle and kind, that the little creatures had no fear of her. They would crowd around her hands in the water, and take the bread from her fingers.

7. You see, from this lesson, how much may be done by kindness. The little boy or girl that is kind to others, will always have friends. By kindness to dogs, horses, and other animals, you may always secure their affection;[1] and, as you have seen, even turtles and fishes may be tamed by kindness.

ARTICULATION.

å.

årch,	årm,	årt;	bård,	bårge,	bårk;
cård,	cårve,	dårk;	dårn,	dårt,	får;
fårm,	hård,	hårk;	hårn,	lårge,	lårk;
mårch,	mårk,	pårk;	pårt,	smårt,	stårch.

[1] Affec' tion, love; good will.

LESSON IV.

tears	Hen′ ry	chil dren	a gain (a gĕn′)
filled	kind ly	scarce ly	spok en (spōk′ n)
grieved	mo ment	wound ed	rough ly (rŭf′ ly)
bruised	sun shine	eas′ i ly	sin gle (sĭng′ gl)

SPEAK KINDLY.

SPEAK kindly to your brother, Henry: kind words *a*re as easily said as h*a*rsh ones.

2. See! there *a*re tears in little Ch*a*rley's eyes. It was but a moment since that his happy laugh filled the whōle room.

3. *A*re you not grieved, my boy, that a single word, roughly spoken by you, should have chased the sunshine from that sweet little face? I am sure you *a*re.

4. There, now his tears have all gŏne, and his dear little *a*rms *a*re around your neck. Never speak h*a*rshly to him again, Henry; nor, indeed, to any one.

5. Kind words *a*re easily spoken, and they do good to all; while angry words hurt as badly as blows; and, sometimes, a great deal worse.

6. Words hurt as badly as blows? Oh, yes; and, as I have just said, a great deal worse.

7. I have seen a little boy, who scarcely ever

minded a fall, even though his flesh was sometimes bruised, or wounded, weep, as if his heart would break, at an unkind word. Speak kindly to each other, then, my children.

ARTICULATION.

å.

åll,	bâll,	bâld;	châlk,	fâll,	fâlse;
gâll,	hâll,	hâlt;	mâlt,	sâlt,	scâld;
stâll,	swâth,	tâll;	tâlk,	thrâll,	wâll;
wâlk,	wârm,	wârd;	wârn,	wânt,	wârp.

LESSON V.

clock	din ner	morn ing	some times
watch	sup per	point ing	num bers
twelve	pic ture	speak ing	break fast
use'ful	broth er	let ters	fig ures

THE CLOCK.

THE clock is a very useful thing. It tells the time of the day, and of the night.

2. We wish to know at what time to rise in the morning, at what time to take our break-

fast, at what time to go to school, at what time to go home from school, at what time to have our dinner and our supper, and when it is time to go to bed.

3. This is what a clock or a watch will tell us.

4. But how can the clock tell us the time? The clock cannot speak.

5. Oh, no, the clock cannot speak; but the clock can tell us the time by pointing to it.

6. If your little brother should ask you where his ball is, and you should point to the floor, under the table, with your finger, that would be telling him, without speaking.

7. So the clock tells the hours, by pointing to them, without speaking.

8. The clock has no fingers to point with;

but it has two lŏng and slim bars, which we call its hands, which I shall show you in this picture.

9. In the picture, you see the round face of the clock, with its two hands pointing at the figures, which are all around the face.[1]

10. The figures stand for numbers, and there are twelve of them on the face of the clock. These numbers are sometimes made with figures, and sometimes with letters.

11. Here are the numbers, made both with letters and with figures, which you must read before I can tell you any thing more about the clock.

One	1	I	Seven . . .	7	VII
Two	2	II	Eight. . . .	8	VIII
Three . . .	3	III	Nine	9	IX
Four	4	IV	Ten.	10	X
Five	5	V	Eleven . .	11	XI
Six	6	VI	Twelve . . .	12	XII

[1] The face of the clock is called the Dial-plate.

LESSON VI.

reached	slowly	twenty	becåuse′
fif′teen	minute	nearest	elev′en (elev′vn)
thirty	quårter	whether	exåctly (egzakt′ly)

THE CLOCK—CONCLUDED.

THE clock has two hands, a lŏng one and a short one. The short hand is the hour-hand, and the long one is the minute-hand.

2. The short hand, or hour-hand, moves very slowly; and the long hand, or minute-hand, goes *a*ll around the face of the clock, while the hour-hand goes from one figure to the next one.

3. In this picture, you see that the hour-hand points to the number one, and the minute-hand points to twelve. It is now exactly one o'clock, by this clock.

4. When the minute-hand points to twelve, the hour-hand *a*lways points to the hour of the

day, and it is exactly that hour at which the hour-hand points.

5. It would be very easy to tell what o'clock it is, if we had to tell only the hour, because the hour-hand points to the hour.

6. But, to tell the time exactly, we must look at the minute-hand, as well as the hour-hand, and see where the minute-hand is.

7. When the minute-hand points to the figure one, it is five minutes past the hour at which the hour-hand points

8. When the minute-hand is at the figure two, it is ten minutes past the hour.

9. When the minute-hand is at three, it is fifteen minutes, or a quarter, past the hour at which the hour-hand points.

10. When the minute-hand is at four, it is twenty minutes past the hour.

11. When the minute-hand is at five, it is twenty-five minutes past the hour.

12. When the minute-hand is at six, it is thirty minutes, or half-past the hour, and the hour-hand has reached half way to the next hour.

13. When the minute-hand is at seven, it then wants twenty-five minutes of the next hour; that is, the hour to which the hour-hand is nearest.

14. When the minute-hand is at eight, it then w*a*nts twenty minutes of the next hour.

15. When the minute-hand is at nine, it w*a*nts a qu*a*rter of that next hour.

16. When the minute-hand is at ten, it w*a*nts ten minutes of that next hour

17. When the minute-hand is at eleven, it then w*a*nts five minutes of the hour to which the hour-hand is nearest.

18. And when the minute-hand is again at twelve, it is exactly the hour at which the hour-hand points.

19. Now, see whether you can tell what o'clock it is by the three clocks in the picture above.

ARTICULATION.

å.

båre,	cåre,	chå*r*;	dåre,	fåre,	flåre;
glåre,	håre,	lå*r*;	måre,	påre,	råre;
scåre,	snåre,	spåre;	ståre,	tåre,	wåre.

Note.—The *fifth* element, or sound, represented by *a*, is its *first* or *alphabetic* sound, modified or softened by *r*.

LESSON VII.

sneezed	Su san	dress ing	ev′er y
mewed	cel lar	run ning	a gainst (a gĕnst′)
brought	tow el	per hăps′	e nough (e nŭf′)
kit′ten	plă*y* ful	ex cept	mis′chiev ous

MARY'S KITTEN.

I ONCE knew a little girl named Mary. She had a little kitten that had blue eyes, and was all white except the tip of its tail and one paw, which were black.

2. The kitten loved Mary very much. Every morning she would come to her door, and, when it was opened, she would run in and jump on her bed, and pur, and rub her face against Mary's cheek, as if to say, "Good-morning!"

3. She was a playful little kitten, too. When Mary was dressing, she would run after her, and play with her shoe-ties, so that sometimes Mary was not dressed when the breakfast-bell was rung.

4. One day, Mary went to see her aunt, and, on her return home, she could not find her kitten. She called all over the house, but the kitten did not come. "Oh, mother!" said she, "I fear my kitten is lŏst."

5. Her mother opened the cellar-door, and

called "Kitty, kitty!" In a moment, a little kitten came running up the stairs. As soon as Mary saw her, she began to cry, and said, "This is not my kitten: my kitten is all white, and this one is all black."

6. And, sure enough, the little mischievous creature had been among the coal, and was so full of the black coal-dust, that you would have thought she had never been white. Mary's mother laughed, as she said, "Kitty is something like my little girl. When she is crŏss, I say, 'That is not my little Mary, for my little girl is pleasant, and this little girl is cross.' Let Susan wash kitty, and perhaps she will be white again."

7. Susan brought a pail of water and some soap, and held the kitten fast in the pail while she rubbed her well. Kitty did not like it much, and tried to get away. She sneezed and mewed, as the water got into her mouth. But pretty soon she was all white again, and Susan rubbed her as dry as she could with a towel, and put her into Mary's apron.

8. Mary ran smiling into her mother's room. "Oh! here is my white kitten come back again," she said. And, sure enough, the kitten was as pretty as ever.

9. "Now the kitten is like my little Mary, when she is good," said her mother. "I then say, I am so glad to have my pleasant little girl back again, instead of the cross child who was here a short time ago."

ARTICULATION.

å.

åsk,	båsk,	blåst;	brånch,	bråss,	cåsk;
cåst,	chånce,	clåss;	dånce,	fåst,	glånce;
glåss,	gråsp,	gråss;	låss,	låst,	måst;
påss,	ståff,	tåsk;	påth,	våst,	wåft.

NOTE.—The *sixth* element represented by *a* is a sound intermediate between *a*, as heard in *fat*, *hat*, and *a*, as in *arm*, *arch*.

LESSON VIII.

sum'mer	but ter	thånk ful	fount ain
gär den	wo man	wåtch ing	ex plåins
flow er	coun try	swim ming	pret ty (prĭt' ty)
bush es	pär ents	gold-fish	noth ing (nŭth' ing)
dur ing	pick ing	ques tions	peo ple (pē' pl)
bås ket	sto ries	weath er	ex' er cise

AMY LEE.

ON the next page is a picture of the farm-house where Amy Lee lives with her aunt in summer.

2. When the weather is cold, she lives with her par'ents, in the city of New York; but during the warm weather she is left with her aunt in the country.

3. You see the rear[1] of this house. Vines have grown up and covered its sides; and two large rose-bushes form an arch[2] over the door.

4. Here is a fine flower-garden and some fruit trees. You see Amy standing by the fountain,[3] watching some pretty little gold-fishes that are swimming in the clear, cold water.

[1] Rear, the back part. [2] Arch, a part of a circle or ring.
[3] Fount'ain, a spring of water; a small basin of rising water.

5. She has just been picking some flowers for her aunt, and the exercise has given a glow of health to her cheeks.

6. The pure morning air, the bright sunshine, the sŏngs of the birds, and the sweet scent of the fruit and the flowers, have made her heart glad.

7. She loves the little fishes, and she would like to hold them in her hands, and play with them; but her aunt has told her that she must not, and she is a kind and good little girl, and does as she is bid.

8. Amy's aunt has no little boys nor girls of her own; but she loves Amy very much, and takes great pains to teach her many useful things.

9. Her aunt tells her many fine stories, and gives her little books, and teaches her how to read them.

10. Amy sometimes *a*sks very strange questions; but her aunt is always kind, and explains to her what she wishes to know.

11. When poor people call at the door to beg for food, Amy's aunt allows her to take some bread and butter, or meat, to them, and sometimes she gives them some nice pie and cake, or fruit.

12. Here you see a poor woman, with a basket on her arm. She has a sick little boy at home, whom she loves very much, but she has nothing to give him to eat. Amy has just given her a loaf of bread, and she has some fine ripe grapes, in her little basket, to send to the poor sick boy. How happy she looks, and how thankful the poor woman is!

13. I hope that all the boys and girls, who read this story of Amy Lee, will always be kind to the poor; for if they would be happy themselves, they must strive to make others happy also.

ARTICULATION.

ē *or* ė.

bė,	hė,	mė;	wė,	yė,	ėve;
ėke,	brėve,	cėde;	glėbe,	hėre,	mėre;
scėne,	schėme,	shė;	thė,	thėse,	thėme;
bėam,	bėard,	bėat;	dėar,	fėar,	hėar.

LESSON IX.

sẽẽmed	tăk ing	Nel lie	cȧr ried
pushed	un cle	mid dle	scis sors
qui et	wȧg on	shèar ing	an oth′ er
quèer′ ly	ȧl ways	wet ting	Băl′ ti more

NELLIE.

NOT far from Baltimore, lived a little girl, whose name was Nellie. She was a good little girl; but she was so fond of fun, that she often forgot what was right, and made a great deal of trouble for herself and her mother.

2. One day, she carried the cat up stairs, and taking a pair of scissors, cut very many little bits of fur from pussy's back and sides. She did not hurt puss, for she was always gentle with her, but it made her look very queerly.

3. Puss went down stairs, where Nellie's mother was at work, and sat down in the middle of the room. She then looked at Nellie's mother, as though she would say, "Just look and see what Nellie has been doing to me."

4. Nellie was once sent into the country to stay with her uncle John, during the summer. She was very fond of the country; and she loved her uncle John, because he was always very kind to her.

5. Nellie's uncle had a great many sheep and little lambs. When the day came for shearing the sheep, Nellie was told she might go into the field where they were, but she must keep very quiet, and not drive them about.

6. But when Nellie got there, she forgot all that her uncle had said. She chased the sheep and lambs all over the field for a long time.

7. At last one large sheep seemed to think he could play at this game too. So he ran at Nellie, when she did not see him, and pushed her down the bank into the brook, where the men were washing some of the sheep.

8. This made the men all laugh very much, when they saw Nellie was not hurt. Nellie did not think this was funny, though she did not mind the wetting, as she was used to cold water.

9. As she rode home in the wagon, she told her uncle that she would try, another day, to do as she was told.

ARTICULATION.

ĕ *or* ẹ̆.

ẹ̆nd,	bẹ̆nd,	blẹ̆nd;	blẹ̆ss,	gẹ̆t,	hẹ̆ld;
hẹ̆lp,	kẹ̆pt,	lẹ̆nd;	mẹ̆lt,	mẹ̆nd,	nẹ̆st;
pẹ̆ck,	pẹ̆lt,	pẹ̆nt;	pẹ̆st,	quẹ̆nch,	rẹ̆st;
slẹ̆pt,	swẹ̆pt,	tẹ̆nt;	vẹ̆st,	wẹ̆nt,	wẹ̆st.

LESSON X.

cru′ el	tēach er	nĕst lings	beau′ ti ful
win ter	spĕck led	de cide′	sĕv er al
wick ed	scārce ly	your sĕlf	in no cent
fĕath ers	crowd ed	to gĕth′ er	hun gry (hŭng′ gry)

DON'T KILL THE BIRDS.

"IS it very cruel to shoot little birds?" I sometimes hear boys ask their teacher or friends. I will tell you a story of some little birds, that you may decide for yourself.

2. The first warm day in spring, two little birds came flying from the South, where they had spent the winter, to the woods where they had lived the summer before. They found the same tree where their nest had been then, but the nest was spoilt, and they made a new one.

3. They were very busy at work for several days, until they had a beautiful little home. It was made of hay and hair, and lined with mŏss. Soon there were four little eggs in it,

and then one of the birds staid at home to keep them warm, while the other flew ŏff for food.

4. After a while, there were four little birds hatched from the eggs; but they were poor little feeble things, not strŏng enough to fly. They had no feathers to keep them warm. The mother-bird spread her wings over them, and scarcely ever left the nest, for fear her nestlings[1] would die. Her mate brought food for her and for the little ones.

5. One afternoon, the father-bird had been gone a lŏng time, and the little birds began to be very hungry. They chirped and chirped for food, but no food came. "I will go and look for some worms for you," said their mother. And she flew away, calling, as she went, for her mate.

6. But the poor little bird would never come to her again, for he was dead. A wicked boy had shot him, just for fun. The mother-bird was flying home with a nice supper for her nestlings, when the same boy saw her. He took aim and fired, and she, too, fell to the ground.

7. The little birds in the nest called in vain

[1] Nest' lings, young birds in the nest, or just taken from the nest.

for their mother that night. The sun went down, but she did not come. They crowded close together, to keep themselves warm, but they grew colder and colder, and, before morning, these little birds were all dead, too.

8. Now, was it not cruel to shoot the two old birds, and leave the young ones to die in their nest? Do you not think it would be cruel and wicked to kill any of the little innocent birds that you see in the garden or fields?

ARTICULATION.

ẽ.

ẽrr,	fẽrn,	gẽrm;	hẽr,	hẽrd,	nẽrve;
pẽrch,	sẽrf,	sẽrge;	sẽrve,	tẽrm,	vẽrse;
bi*r*d,	ch*i*rp,	f*i*rm;	f*i*rst,	g*i*rl,	g*i*rth;
m*i*rth,	qu*i*rk,	sh*i*rk;	sh*i*rt,	sk*i*rt,	wh*i*rl;
b*u*rn,	b*u*rst,	ch*u*rch;	ch*u*rn,	f*u*r,	f*u*rl;
h*u*rt,	n*u*rse,	p*u*r;	p*u*rse,	t*u*rn,	m*y*rrh.

NOTE.—The *third* element, or sound, represented by *e*, is *e* as heard in *end*, modified or softened by *r*. It is also represented by *i*, *u*, and *y*.

LESSON XI.

nẽv′ er	joy ous	chẽ*e*r less	hărm less
wăr ble	chill ing	wărm est	dis turb′ (tẽrb)

DON'T KILL THE BIRDS.

1. DON'T kill the birds, the little birds,
That sing about your door,
Soon as the joyous spring has come,
And chilling storms are o'er.

2. The little birds, how sweet they sing!
Oh, let them joyous live,
And do not seek to take their life,
Which you can never give.

3. Don't kill the birds, the pretty birds,
That play among the trees;
'T would make the earth a cheerless place
To see no more of these.

4. The little birds, how fond they play!
Do not disturb their sport;
But let them warble[1] forth their songs,
Till winter cuts them short.

5. Don't kill the birds, the happy birds,
That cheer the field and grove;
Such harmless things to look upon,
They claim our warmest love.

[1] War' ble, to sing.

ARTICULATION.

ī *or* i.

ice,	bind,	child;	dime,	fife,	find;
fire,	grind,	hide;	hive,	kind,	kite;
life,	like,	mild;	prize,	rice,	ride;
sire,	spite,	time;	while,	white,	wise.

LESSON XII.

snăpped	growl ing	tĕmpt ed	căr' ry ing
shăd' ow	grēed y	sup posed'	an oth' er
riv er	cross ing	be longed	for gĕt ting
hăv ing	float ed	ap pēared	re mĕm ber

THE DOG AND HIS SHADOW.

A CROSS dog, having a large piece of meat, was carrying it home in his mouth. On his way, he had to pass over a river.

2. As he was crossing the stream he saw his own shadow in the water. He supposed it to be another dog with a piece of flesh in his mouth. Forgĕtting his own meat, he snapped

at his shadow, to seize the piece of meat that the shadow appeared to have in its mouth.

3. As he opened his mouth, his own meat fell out, and floated down into the water, and was lost, while he was growling at the shadow.

4. This cross and greedy[1] cur[2] thus lost his own meat, while he was trying to gĕt what he supposed belonged to another.

5. When little boys and girls are tempted to try to get away things that belong to others, *I* hope they will remember this story of the dog and his shadow.

ARTICULATION.

ĭ *or* ĭ.

ĭnch,	ĭnk,	clĭng;	frĭnge,	fĭnch,	gĭve;
glĭmpse,	hĭnt,	kĭss;	kĭng,	lĭft,	lĭve;
mĭnt,	mĭst,	pĭnk;	quĭck,	quĭll,	rĭng;
rĭnse,	sĭlk,	sĭnk;	wĭll,	wĭnd,	wĭng.

LESSON XIII.

dur′ing	clĭmate	fĕa*th*ers	be sĭdes′
spăr row	Mur ray	snow-birds	cov ered (kŭv′ erd)
chirp ing	cor ners	hă*y*-stacks	froz en (frō′ zn)

---

[1] Grēed′ y, very hungry; eager to get any thing.

[2] Cur (kĕr), a snarling dog.

THE SNOW-BIRDS.

George. Oh, mother! the ground *is* all covered *with* snow!

Mother. Yes, my dear: *it* has snowed during the night, and covered the earth to the depth of several *inches*.

George. Oh, look at the pretty snow-birds! See how close they come to the door. But are they not very cold, mother, their feet are so red?

Mother. No, George. The little snow-birds are not afraid of the cold. They are all covered *with* soft and warm feathers.

George. But are not their feet cold? When my feet were once almost frozen, they were red, just like the snow-bird's feet.

Mother. Their feet are always red, *in* summer as well as *in* *winter*.

George. Where do the snow-birds go *in* the summer-time, mother? I never see them after the *winter* has gone.

Mother. They love the snow and the cold, and they go away off to the north *in* the summer-time, where they lay their eggs and hatch their young ones.

George. Then, *if* they love the cold so well,

why do not they stay there? It is always cold at the north, you have told me.

Mother. They come here for food. In our mild climate,[1] very many plants grow, the seeds of which are good food for them.

George. But it snows here too, mother, and covers up all the ground.

Mother. But not often so deep as to cover up the tops of weeds and bushes in the woods and corners of the fields, from which they may still pick the seeds. See, there! Do not you see that little bird picking out the seeds from a stock which still lifts itself above the snow?

George. Oh, yes! Dear little bird! See! Now it has come up to the door, and is picking up the crumbs from the step.

Mother. After a deep snow, they always come about the houses, and barns, and haystacks, to pick up crumbs and seeds.

George. Where are they when it does not snow, or when all the snow is melted?

Mother. They are in the woods and the fields, seeking their food from weeds and shrubs.

George. They all turn to sparrows in the summer-time, do they not, mother?

[1] Cli'mate, the heat, cold, rain, and other things that affect the weather in a place.

Mother. No, dear. Did I not tell you that they all leave us, and go away to the north, where the climate is colder?

George. Oh, yes. But then I heard Mr. Murray say, that the little chirping sparrows, that live about the house in summer-time, are snow-birds, with new feathers on.

Mother. Other people besides Mr. Murray have thought so. But a sparrow is a sparrow, and a snow-bird, a snow-bird. But come, it is breakfast-time, and you must make yourself ready for school.

ARTICULATION.

ō *or* o̊.

o̊ld,	bo̊ld,	bo̊lt;	bo̊ne,	co̊ld,	do̊me;
fo̊ld,	ho̊pe,	ho̊me;	jo̊ke,	lo̊ne,	mo̊pe;
mo̊re,	po̊le,	po̊st;	ro̊be,	ro̊ll,	ro̊pe;
fo̊rce,	go̊ld,	ho̊ld;	ro̊ve,	so̊le,	to̊ne.

LESSON XIV.

stånd′ ing	Thom as	con duct	laugh ing (låf′ ing)
sĭt ting	run ning	cross-bow	to ward (tō′ ard)
pår cels	whĭt tling	be hĭnd′	plĕas′ ant ly
pår ents	for ward	a shāmed	un kĭnd′ ly

GENTLE SUSY.

SITTING by my wind*ow* one morning, I saw little Susy g*o*ing down the street. She had been sent to the st*o*re, and was now on her way h*o*me with some parcels[1] in her hands.

2. Thomas is a little boy, whose par′ents live across the street. He was standing outside of his father's gate whittling, trying to make a cross-b*ow*. Susy, as she went past, looked at him, and smiled pleasantly.

3. Thomas did not return her smile. After he had looked at her a m*o*ment, he dropped his knife and stick, and, running up behind Susy, put b*o*th hands against her, and gave her as hard a push as he could.

4. Susy turned round, and Thomas răn back a few steps, laughing loudly. Then, as soon as she went forward, he would run up again, and give her another rude push.

5. This he did three or four times, when Susy turned back, still smiling, held out one of her hands t*o*ward him, and said: "Come, Thomas, g*o* with me a little way, and I will tell you something."

6. The boy hung his head. I am sure he

[1] Par′cels, small bundles of goods.

felt ashamed of his conduct, when he heard Susy speak *so* mildly. He waited a minute. Then he walked gently up, and put his hand in Susy's, and she led him along, telling him a pretty story, I have no doubt.

7. Thomas must be a very bad boy if he ever behaves *so* unkindly again toward any one. But if Susy had become angry, and struck Thomas, or called him hard names, would he have been made better by it?

8. Children ought always to be gentle toward each other. I hope, if any of the boys or girls who read this lesson are treated as Susy was, they will do as she did.

ARTICULATION.

ŏ *or* ô.

bŏnd,	bŏx,	blŏt;	blŏck,	chŏp.	clŏt;
clŏd,	clŏg,	clŏck;	fŏnd,	flŏg,	flŏck;
lŏdge,	nŏt,	plŏt;	shŏp,	spŏt,	stŏp;
sŏlve,	trŏt,	mŏss;	tŏst,	lŏst,	sŏft.

LESSON XV.

în′ jure	hĕ*av* y	sĕrv ant	beau′ ti ful
mȧs ter	drȧ*w* ing	whĕth er	cȧr ry ing
stu pid	bur den	jĕ*a*l ous	at tĕn′ tion
dŏn key	rè*a* son	ca rĕss′	con sĭd er

THE DOG AND THE DONKEY.

A FABLE.

A MAN once had a beautiful little dog, of which he was very fond. He had also a donkey,[1] that was very useful in drawing the cart, and carrying heavy burdens.[2]

2. The donkey seeing his master caress[3] and pet the little dog, was very jealous.[4] He could see no reason why his master should not pay as much attention to him as he did to the dog.

3. Seeing that the dog always ran up to his master, as soon as he came home, and climbed up into his lap, the stupid[5] donkey supposed that, if he should do the same thing, his master would be as fond of him as he was of the dog.

4. One day, as his master was sitting at the door of the house, the donkey ran up to him, and put both of his fore-feet in his master's lap, as he had seen the little dog do.

5. His great heavy feet and thick hoofs hurt his master very much, and he called aloud to the servants to beat the donkey away, and shut him up in the barn.

---

[1] Don'key, an ass or mule.——[2] Bur'dens, loads.——[3] Ca ress', to treat with kindness.——[4] Jeal'ous, uneasy with the fear that some one else has what we want ourselves.——[5] Stu'pid, dull; wanting understanding.

6. The story of the donkey and the dog should teach us that it is not proper for us to do every thing that we see others do.

7. We must consider whether what we wish to do will injure others. It is not right for you to do what would hurt or injure others. If you do, you may be treated as harshly as the poor donkey was.

ARTICULATION.

ŏ.

dŏ,	tŏ,	whŏ;	lŏse,	prŏve,	tŏmb;
bŏon,	bŏot,	mŏon;	sŏon,	shŏot,	prŏof;
fŏol,	lŏop,	lŏom;	nŏon,	spŏon,	spŏol.

LESSON XVI.

ly′ ing	pĕr son	Wĭl kins	be lŏng′
sẻe ing	lĭft ed	mŏ ment	al rẻad′ y
bŏ som	fărm er	swẻet est	tĕn′ der ly

THE LAMB.

AS Clara Wood was on her way to school, one day, she found a little lamb lying in the sŏft, green grass. She looked all around, but its dam[1] was not to be seen. She lifted it ten-

[1] Dăm, the mother of a beast.

derly in her arms, and carried it back to her home.

2. As she walked alŏng, the lamb laid its head against her bosom, and looked up in her face with its mild eyes. Already she loved it; and when she reached home, she said:

3. "Dear mother! Look here, I have the sweetest little lamb! It was all alone in the field, and I have brought it home. May it be mine, mother? I will give it some of my bread and milk, and oh! I will love it very much."

4. But Clara's mother said that the lamb, no doubt, belŏnged to farmer Wilkins, and that it would not be right for her to keep it.

5. Then Mrs. Wood, seeing how sad Clara looked, said: "It would be wrong, my love, for you to keep what belongs to farmer Wilkins. If you had a lamb, and it were lŏst, would you think it right for the person who found it to keep it as his own?"

6. Clara Wood, though a little girl, saw in a moment that she had no right to keep the lamb. She then said, with tears in her eyes: "Would I better carry it over to farmer Wilkins?"

7. "Yes, dear. It may be his; but, if not, he can tell you to whom it belŏngs."

8. Clara took the lamb in her arms again, and carried it over to farmer Wilkins.

ARTICULATION.

ū *or* u̇.

blū*e*,	cu̇be,	cu̇re;	du̇*e*,	du̇ke,	du̇pe;
flu̇te,	fu̇ge,	fu̇me;	fu̇se,	glu̇*e*,	ju̇ne;
lu̇re,	lu̇te,	mu̇le;	mu̇se,	mu̇te,	pu̇re;
slu̇*e*,	spu̇me,	su̇*i*t;	su̇re.	tu̇be,	tu̇ne

LESSON XVII.

ständ′ ing	gĕn tly	knŏ*w* ing	ăn′ i mal
look ing	gär den	scärce ly	strä*w* ber ries
stŏo*p* ing	brĭng ing	skĭp ping	plä*y* ful ly
bäs ket	pi*è*c es	re pli*e*d′	fŏl low ing

THE LAMB—CONCLUDED.

"I FOUND this dear little lamb all alone in the fields, as I went to school," said Clara, when she saw the farmer. "Mother said it must be *yours*; and I have brought it over to *you*."

2. "Yes, it is my lamb," said farmer Wilkins, as he took the little animal[1] from her arms; "and *you* are a good girl for bringing it home

[1] An′ i mal, any thing that lives and breathes.

to me. If the dŏgs had found it, they would have torn it all to pieces."

3. As the farmer said this, he put the lamb upon the ground, but, as Clara thought, not very gently. Stooping down, she put her arms around its neck and kissed it. Then looking into the farmer's face, she said: "*You* will not hurt the poor lamb, sir, will *you*?"

4. "Oh, no, child, I will not hurt it." As the farmer said this, he saw that there were tears in the eyes of the little girl, and knowing that she loved the lamb, and would like to keep it, he said. "If that lamb were *yours*, what would *you* do with it?"

5. "Oh!" replied she, "I would feed it with *new* milk from our cow every day; and I would make it a nice sŏft bed to sleep on, where no cold nor rain can touch it. And I would love it so much!"

6. "Take it, then, my good little girl," said the farmer. "I have a great many lambs in my flocks, and shall not miss this one. Take it; it is *yours*."

7. "Oh, I am so glad!" said the now happy child. Then lifting the lamb once more into her arms, she ran home with it, as fast as she could. She nursed the lamb with so much

care, that it scarcely[1] missed the mother from which it had been taken. It soon learned Clara's voice, and would follow her about, and sport with her as playfully as a kitten.

8. Every day, when she went to school, her mother had to shut the lamb up in the house to keep it from following her; but when she came home, it would see her a good way off, and run, skipping alŏng, to meet her.

9. Though the lamb could not tell, in words, how much it loved its dear young friend, yet Clara could read love in its eyes; and she knew all it would have said, if it had been gifted with speech.

ARTICULATION.

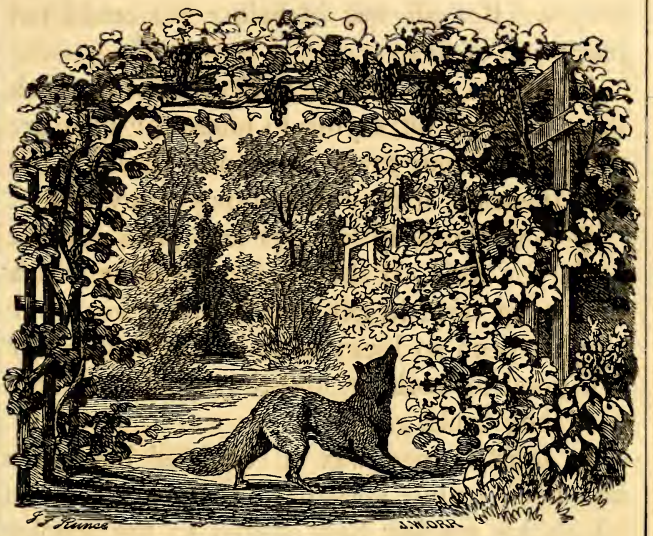
ŭ *or* ů.

bůd,	bůmp,	bůnch;	blůsh,	brůsh,	clůb;
clůmp,	clůtch,	crůst;	důck,	důst,	fůnd;
flůsh,	hůnt,	hůsh;	jůdge,	jůmp,	jůst;
lůmp,	můch,	můll;	půmp,	růsh,	růst.

LESSON XVIII.

hăng′ ing	trĕl′ lis	ŏf fered	at tĕmpt′
păss ing	măs ter	hăp pened	ĕn′ vi ous
clŭs ters	schŏl ar	Căr ney	dis ap point′ ed

[1] Scârce′ ly, in a very small degree.



SOUR GRAPES.

A FABLE.

A FOX passing by a garden, one day, saw some very sweet and ripe grapes, hanging in clusters[1] from the vines. But the vines had been trained,[2] as vines should be, on a high wall or on a tall trellis,[3] and he could not reach them.

2. He jumped up, and ran round the vines, and tried every way in his power to get at the

[1] Clus' ters, bunches. [2] Trained, made to go in the right way.
[3] Trĕl' lis, a frame made by thin strips laid across each other.

grapes. But all was in vain. He could not reach one of them.

3. At last, tired in the vain attempt to reach them, he went ŏff, saying to himself, "They are nothing but sour grapes after all. I would not pick them up, if they were lying at my feet."

4. Sometimes, little boys and girls act just as the fox did. If they want something which they have tried to gĕt, and find that some one else has been so lucky as to obtain it, they say it is good for nothing, and they would not take it, if they could gĕt it.

5. John Carney was an envious[1] boy. He had been trying very hard to secure a prize which his teacher had offered to the scholar that should be at the head of his class on a certain day.

6. It so happened that James Read obtained the prize, and John Carney, who wanted it very much, being disappointed, said to James, "You feel very proud because you have the prize. I would not take it, if the master would give it to me."

7. In saying and doing so, John acted just as the fox did, when he could not reach the grapes.

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[1] En' vi ous, wishing to have what others have.

8. Now, if you hear any one say, "*Sour grapes*," I hope you will *u*nderstand what it means.

ARTICULATION.

ů.

bůll,	bůsh,	fůll;	půll,	půsh,	půss;
půt,	wolf,	b*oo*k;	h*oo*k,	l*oo*k,	t*oo*k.

LESSON XIX.

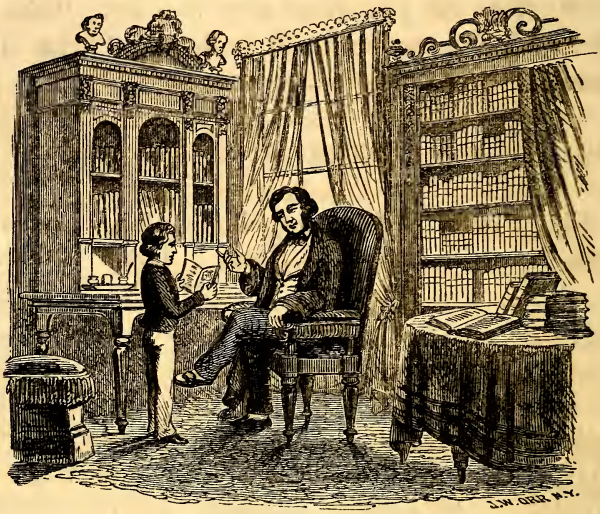
plĕa′ sure	pre fẽr′	ap pẽars	prŏp′ er ly
Al fred	per cēive	con tā̇ins	beaŭ ti ful
Tā̇y lor	per hăps	be cā̇use	en joy′ ment
lĕath er	with out	a mŭs′ ing	un der stănd′

THE PICTURE-BOOK.

"ALFRED, my son," said Mr. Taylor to a bright little boy seven years of age, "here is a beautiful picture-b*oo*k I have bought for you."

2. "Thank you, father," said Alfred. "It is a beautiful b*oo*k indeed, and f*u*ll of pictures. I shall prize this b*oo*k very much, because it was given me by my dear father, and is so pretty."

3. "Now," said Mr. Taylor, "you are old enough to begin to think, and I wish you to learn to think aright.



4. "The older you grow, the more you will learn to think, and to think properly. You can now judge only how the book appears to the eye. But it contains something more than the pictures. Can you tell me what that is?"

5. "Oh, yes, father. It has an inside and an outside, and many leaves, and two pages on each leaf. And then there is the thick cover of the book, which is made of sŏft leather."

6. "And now, my son, if you should shŭt your eyes and keep them shŭt, while I read to you one of the amusing stories of which this

book is so full, would you not perceive that there is something in the book, which needs not to be seen, in order to be enjoyed?"

7. "Yes, father, I know the book is full of stories; and there are many pictures, too, which show what the stories are about."

8. "But, if the pictures were not there, could you understand the stories in the book?"

9. "No, sir, unless some one should read them to me."

10. "Now, which would you prefer," said his father, "a book full of stories, without pictures, or a book full of pictures without stories?"

11. "I would much rather[2] have a book full of stories without pictures, than a picture-book without stories," said Alfred.

12. "But you can *see* the pictures. Can you see the stories, my son?"

13. "No, sir; but you, or dear mother, could read the stories; or, I might read them myself."

14. "Now, my son," said Mr. Taylor, "this book will teach you a useful lesson. While it is full of pictures and pleases your eye, at the same time the stories in it, though you may only hear them, will afford[3] you still greater pleasure.

[1] Per cēive', to see. —— [2] Rath' er, more willingly. —— [3] Af ford', give.

15. "The ear, then, may afford you as much enjoyment as the eye. With the eye, you may see the sun, the moon, the stars, and all the beautiful things around you. With the ear, you may hear pleasant sounds, sweet music, and the glad voices of your friends."

ARTICULATION.

ou.

our,	*out*,	bo*u*nce;	bo*u*nd,	co*u*ch,	clo*u*d;
do*u*bt,	fo*u*nd,	fo*u*nt;	ho*u*nd,	ho*u*se,	jo*u*nce;
lo*u*d,	lo*u*nge,	mo*u*nt;	mo*u*th,	po*u*nce,	po*u*nd;
ro*u*nd,	ro*u*se,	so*u*nd;	so*u*th,	sho*u*t,	wo*u*nd.

LESSON XX.

ål′ most	in tẽnd′	gẽn er ous	con tĩn ued
dâ*ugh* ter	dis plè*a*sed	re mẽm′ ber	dis o bey′
quâr relled	sât′ is fied	for gŏt ten	gen er ŏs′ i ty

THE GENEROUS CHILDREN.

"LUCY, did you give your little brother the peach, which I gave you for him?" said a father, to his little daughter. "No, father, I did not," said Lucy.

2. "And why did you not, my child?" said her father. "I gave you two peaches, a large

one and a small one. The large one was for yourself, and the small one for your brother. Were you not satisfied? Yours was much larger than the one I told you to give to him. I hope you have not eaten them bŏth."

3. "Oh no, dear father," said Lucy. "I ate only the smaller one, and gave to dear little brother the larger one."

4. "But why did you not give him the smaller one, as I told you to do?" said her father.

5. "Because, I thought he would like the larger one better," said Lucy. "I love my dear little brother, and I am pleased when I see him happy. I did not intend to disobey you, dear father, and I hope you will not be displeased with what I have done."

6. Her father looked at his little daughter with a smile on his face, while a tear started in his eye, as Lucy continued.

7. "But little brother almost quarrelled with me about it, dear father. He said that he would have the little peach, and that I should eat the big one."

8. "He was a generous[1] little fellow," said her father, "and you too are a generous little

[1] Gen'er ous, willing to give for the enjoyment of others.

girl; and, so far from being displeased with you, I am pleased with you bŏth. I gave the larger peach to you, because you are older and larger than he is."

9. "And I," said Lucy, "want to give the best things to my dear little brother."

10. "Lucy," said her father, "tell me truly, when you had eaten the smaller peach, and saw your little brother eating the larger one, did you not wish you had kept the larger one yourself?"

11. "Oh no, dear father, it gave me more pleasure to see my dear little brother enjoying his peach, than to have eaten it myself."

12. "That is true generosity," said her father. "We are not generous, when we give to others, what we do not want *our*selves. To be generous is to give to others what we do want *our*selves, and can *our*selves enjoy.

13. "And n*ow*, my dear," said her father, as he kissed her, "I wish you to remember h*ow* happy you feel, after you have done a generous act. If you had eaten the larger peach yourself, it might have pleased you for the time, but the pleasure would soon have been forgotten. But n*ow* your generous action not only gives pleasure to you, but it will make me and your dear mother and all your friends happy."

TABLE OF THE VOWEL ELEMENTS, OR TONICS.[1]

ā or å	as in	åge,	åte,	båne,	dåme,	tåme.
ă or å	"	åt,	åsh,	dåmp,	lånd,	låmp.
å	"	årt,	årm,	mårch,	cård,	hård.
å	"	åll,	båll,	pâuse,	wånt,	wålk.
å	"	bâre,	câre,	flâre,	râre,	wâre.
å	"	åsk,	åsp,	glåss,	dânce,	pânt.
ē or ȅ	"	hȅ,	wȅ,	thȅse,	cȅde,	glȅbe.
ĕ or ȇ	"	ȇlk,	ȇnd,	blȇss,	blȇnd,	wĕst.
ȇ	"	ȇrr,	hȇr,	nȇrve,	sȇrve,	vȇrse.
ī or ȉ	"	ȉce,	ȉre,	chȉld,	mȉld,	wȉse.
ĭ or ȉ	"	ȉnk,	ȉnch,	gȉve,	sȉlk,	wȉng.
ō or ȍ	"	ȍld,	ȍde,	bȍld,	cȍld,	hȍme.
ŏ or ȏ	"	ȏn,	bȏnd,	blȏck,	flȏck,	fȏnd.
ȏ	"	dȏ,	tȏ,	whȏ,	prȏve,	tȏmb.
ū or ů	"	cůbe,	cůre,	důke,	důpe,	fůse.
ŭ or ů	"	bůd,	bůlb,	hůsh,	lůll,	hůnt.
ů	"	fůll,	půll,	půt,	půss,	půsh.
ou	"	*our*,	*out*,	f*ou*nd,	h*ou*se,	l*ou*d.

[1] First require the pupils to utter an element by itself, then to pronounce distinctly the words that follow, uttering the element after each word—thus: åge, å; åte, å; bâne, å, &c. Exercise the class upon the above table, till each pupil can utter *consecutively* all the vowel sounds. The attention of the class should be called to the fact that the first element, or sound, represented by each of the vowels, is usually indicated by a horizontal line placed over the letter, and the second sound by a curved line.

LESSON XXI.

Ea′ton	bo*a*st er	spar row	with out
stȯ ry	thought less	be lie̊ve′	de ce̊ive
sȯr row	cat bird	re cīte′	to gĕth′ er
pig eon	blăck bird	re plied	of ten (ŏf′n)

BOASTING.

ANNA STRŎNG was a sad little boaster.[1] Though she meant to speak the truth, she was so vain and thoughtless, that no one could believe her.

2. She always wanted a lŏng lesson. She would say, "I can learn it all; it is not too hard for me;" though, when her class was called out to recite, she was very ŏften sent back to her seat to study.

3. If any thing was to be done, at home or at school, Anna would always say, "*I* know how; please to let *me* do it;" even if it was a thing she could not do at all.

4. Miss Eaton was Anna's teacher. One day, she wished some one to point to the names of the cities on a large map, so that all the girls in the class might know where to find them.

[1] Boast′er, one who speaks highly of what belongs to himself, or of what he can do.

5. "Oh, let me do it," said Anna; "*I* know how as well as can be."

6. "Yes, you may do it," said Miss Eaton; but Anna could not point to a single name that her teacher called.

7. "You are like a silly little pigeon, I used to hear about, when I was a little girl," said her teacher.

8. A bright-eyed little girl, raising her right hand, said: "Oh, please tell us about the pigeon."

9. "The story," replied Miss Eaton, "is, that when the pigeon first came into the world, all the other birds came and ŏffered to teach her how to build a nest.

10. "The cat-bird showed her its nest, all made of sticks and bark; and the spărrows showed theirs, which were woven with mŏss and hair. But the pigeon, walking about in a very vain way, and turning her head from side to side, said: '*I* know how! *I* know how to build my nest as well as the best of you!'

11. "Then the blackbird showed his nest, which was fastened to some reeds, and swung over the water; and the turtle-dove said hers was easier to build than all, for it was quite flat, and made only of sticks laid togĕther. But the

pigeon turned her pretty head as before, and said, '*I* know how!'

12. "At last, the birds all left her. Then the pigeon found that she did not know how at all; and she went without a nest, until man took pity on her, and built a pigeon-house, and put some hay into it.

13. "Now, children, though the story of the pigeon is only a fable,[1] and not true, yet you may learn from it a very useful lesson.

14. "Little boys and girls, who are vain boasters, are laughed at by others, and only deceive themselves. Like the silly pigeon, they say, 'I know how!' but they ŏften find, to their sŏrrow, when it is too late, that they do not.

15. "Remember, my dear children, that when you once learn to do any thing well, you will not need to boast of it."

LESSON XXII.

hărd' ships	fall en (fâl' n)	sŭf fer ing
church-yard	bur ied (bĕr' rid)	com fort a ble
in firm'	com' pa ny	un hăp' py
ob lĭged'	wăn der ing	un der stănd'

[1] Fa' ble, a story which is not true, but which teaches a useful lesson, called a *moral*.

LITTLE NELL.

LITTLE Nell was a pretty and a very lovely little child. She had lŏst her father, her mother, and her grandmother. She lived with her grandfather, who had been rich, but was now very poor.

2. Her grandfather was old, and had become very childish; but he loved little Nell dearly. She was a good little girl, and loved her grandfather very much, and took great care of him.

3 Her grandfather had fallen into bad company, who cheated him, and took away every thing that he had. He was obliged to sell his house, and when he left it, he took little Nell with him

4. Little Nell was very unhappy, when she learned that she had to give up her comfortable home. Her grandfather now had no house to live in, and he did not know where to go.

5. But both were obliged to leave the house, as I have said. They wandered about, not knowing any day where they should lie down to sleep, or spend the night.

6. Little Nell never left her grandfather. She took hold of his hand and led him, and wherever he wished to go, she went with him. She never would eat or drink, until she saw that her dear, old grandfather had something first; nor would she lie down to sleep at night, until he had lain down, and was sound asleep.

7. Little Nell and her grandfather wandered about many days and nights, and met a great many hardships. Often they went whole days without food. When they could not find good, kind people to take them into their houses, they would sleep in barns or sheds, and sometimes in the open air.

8. Often they met with wicked people, who made sport with her poor old grandfather. This made little Nell very unhappy. She did not care for herself. All that she wanted was to see her dear grandfather happy.

9. He, too, did not care about himself. He wanted his dear little Nell to be happy. But he was so old and infirm,[1] that he did not know how much poor little Nell suffered for his sake.

10. After wandering about for a lŏng time, they found a poor schoolmaster, who took pity on them. He found a home for them near a country church, where little Nell made herself useful for a short time.

11. But her lŏng sufferings and hardships had worn out this dear little girl. She became very ill. Her dear grandfather săt by her bedside, holding her hand, and looking at her from morning to night, but he was too old to understand how ill she was.

12. Little Nell did not live lŏng. She died, and was buried in the church-yard. Her grandfather used to go out to the church-yard every day, and sit by her grave. At last, he died too, and was buried by her side.

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[1] In firm', weak, feeble.

ARTICULATION.

b.

*b*abe, *b*ale, *b*ane; *b*ad, *b*ack, *b*and;
*b*ard, *b*arge, *b*ark; *b*all, *b*ald, *b*alk;
*b*eam, *b*eard, *b*eat; *b*et, *b*end, *b*ent.

LESSON XXIII.

trŭdged crys tal a shămed cāre' ful ly
sēarched tĕmpt ed be lĭēve un will' ing
rĕn der ob jĕct' in dŭlge ex pĕct ed
clŭm sy ar rĭved re turned brŭĭsed (brŏzd)
pŏck et re plĭed per cēĭved there fore (thĕr' fôr)

THE BROKEN WATCH.

"FATHER," said Henry, one day, to Mr. Barnes, as they were coming from the farm-yard, "is it time to go to school yet?"

2. Mr. Barnes, looking at his watch, replied, "Yes, my son. You have a mile and a half to walk, and it is now a quarter past eight o'clock. Your school *b*egins at nine, and I would, on no account, have you late at school."

3. "I never should *b*e late, father, if I had a watch, to see what time it is. Why will you not let me have yours to carry, so that I may always know the time?"

4. "I should not *ob*ject to your having my watch, Henry," said his father, "did I not know that you could not take proper care of it. A watch must *be* handled very carefully. Running and jumping and many games in which *b*oys indulge, would stop the watch, and render it of no use to you."

5. "O father, if you will only let me wear it to-day, I will *be* very careful with it, and will not run, nor jump, nor do any thing that would hurt it."

6. Mr. Barnes was a rich man, and though the watch was a very cŏstly one, he thought that a good lesson would *be* of more value to his son, than the price of the watch.

7. He therefore said, "Well, Henry, you shall have my watch for a week, and I will see how true you are to your word." He then handed the watch to his son, who put it carefully into his vest-pocket, and trudged[1] ŏff to school.

8. On his way, he was met *by* a school-mate whose name was Charles Brown. Charles, seeing the chain of the watch hanging from Henry's pocket, said to him, "How proud you seem to *be* with your watch, Henry Barnes. I do

[1] Trudged, walked on foot.

not *b*elieve you have any. You only let that chain hang out of your pocket to make people think you have a watch."

9. Henry at once pulled the watch from his pocket, to show Charles that it was a real watch, and that it kept time. Charles asked Henry to show him the inside of the watch, and Henry, unwilling to deny what he thought so small a favor, very kindly handed it to him.

10. Charles was a clumsy *b*oy. In trying to open the watch, it slipped from his hands, and fell with its face downwards on a large rock, on which the *b*oys were standing.

11. When Henry took it up, the crystal, or glass, was *b*roken, the face was much *b*ruised, and the hands had *b*ōth fallen ŏff, and could not *b*e found. The two *b*oys searched all around the rock, and on the ground, to find the two hands, and at last Henry Barnes was o*b*lĭged to go to school without them.

12. The fall of the watch had stopped it, though Henry did not perceive that it did not go, until he arrived at the school-house and found that school had *b*egun half an hour *b*efore.

13. When Henry returned home that day, he was ashamed to see his father's face; *b*ut his father, who had expected some such acci-

dent, asked him how he was pleased with the watch. Henry then told him the whōle truth.

14. "Now," said his father, "I hope you will *b*elieve me when I tell you, that you ought not to have any thing which is denied to you. Try always, my son, when you are tempted to ask for such things, to remem*b*er the story of the *b*roken watch."

ARTICULATION.

d.

*d*ale,	*d*ame,	*d*ate;	*d*ark,	*d*arn,	*d*art;
*d*id,	*d*im,	*d*ish;	*d*ole,	*d*ome,	*d*oze;
*d*ue,	*d*uke,	*d*upe;	*d*uck,	*d*ull	*d*ust.

LESSON XXIV.

snòr′ing	plĕ*a*sure	im mĕnse	dis tĭn guish
tow ers	stom ach	ò′ pen ing	sur round ed
gĕs tures	fi*e*rce ly	ĭn stan ces	lăugh′ a ble
pŭ pils	dăz zled	ĕn mi ty	conch (kŏnk)
cir cles	de prĕss′	prĕj u dice	ru ins (rō′ ins)
è grettes	de vour	as sĕm′ ble	crea ture (krĕt′ yer)

OWLS.

OWLS inhabit[1] most parts of the world. They make their nests in ruins,[2] high towers, and

[1] In hab′ it, to dwell in.——[2] Ru′ ins, buildings that have fallen to pieces.

old trunks of trees. One kind of owl often lays its eggs in the nests of other birds.

2. The pupils[1] of their eyes are very large, and admit so much light, that they are dazzled[2] by day, and are better able to distinguish objects at night. Their eyes look forward and are surrounded by circles of feathers.

3. Their beak is curved, and the openings of their ears have a piece of skin half round them, like what is called the flap or conch of a man's ear. The head is large, the skull thick, and hollow places in it increase their power of hearing, which is so great that they can detect the slightest sounds.

4. The color of owls varies from white to a very dark brown, gray, and buff, and most of them are marked with beautiful spots. The legs of the greater number are feathered to the toes; and they can bring their outer toe backwards and forwards as they please. Several

[1] Pu'pil, the central portion of the eye.——[2] Daz'zled, overcome by light.

kind*s* have tufts of feathers, called egrettes, just over their ears on the top of their head, which they can raise or *d*epress[1] at pleasure.

5. The plumage[2] of these bird*s* is loose, sŏft, and fine, so that they make little or no noise in flying. They seld*o*m feed on *d*ead things. They eat small bird*s*, though they much prefer mice, of which they *d*evour immense numbers.

6. When they have young, they will bring a mouse to the nest every few minutes. They *d*o not stop to pluck ŏff hair or feathers from their prey,[3] and, with the bones, these form lumps in the stomach, which they throw up by the mouth when they please.

7. The o*dd* gestures of an owl are most laughable, when attacked by *d*ay, or when it tries to see any thing in a full light. Nothing can be more sa*d* than its cry in the silence of the night. The soun*d* heard so ŏften near its nest, which has been taken for snōring, is only the cry of the young for foo*d*.

8. There is a preju*d*ice against owls, from the story, that they gĕt into pigeon-houses and *d*estroy young bird*s*. But some have thought

[1] De press', let fall; bring down.——[2] Plum age, feathers.——[3] Prey, what is caught by wild birds and beasts for food.

that, in most instances, rats and mice are the murderers, and not the innocent owl.

9. Certain it is, that all little birds have a great enmity[1] towards owls. They will assemble in great numbers, and, fiercely attacking them, drive them away; for no creatures fight more fiercely than many small birds.

ARTICULATION.

g.

*g*ale,	*g*age,	*g*ate;	*g*ave,	*g*ag,	*g*ad;
*g*ird,	*g*irl,	*g*irth;	*g*o,	*g*old,	*g*ore;
ba*g*,	ke*g*,	be*g*;	pe*g*,	bi*g*,	wi*g*.

LESSON XXV.

kĭtch'ens	chăm bers	cò*a*rs est	de prĭved
pŭd dings	pär lors	scärce ly	ob tà*i*n
rò*a*st ed	bĕd stead	clŏth ing	lĭ' bra ry
bàth ing	mĭr rors	stŏck ings	făm i ly
cĕl lars	cur tains	com forts	po tà' toes
ăp ples	shŭt ters	lĕ*a*rn ed	re spĕct ed
stà bles	dwĕll ings	pro tĕct'	vĕg' e ta bles

RICH AND POOR CHILDREN.

LITTLE boys and *g*irls, who have kind parents and pleasant homes, do not think how other little boys and *g*irls live.

[1] En' mi ty, hatred.

2. Some of my little readers, perhaps, live in large houses, with many rooms in them. They have large kitchens, where the cooking is done. There bread is made, and puddings and pies, and cake also, and nice meat is roasted.

3. They also have rooms in the house where the clothes are washed, and bāthing-rooms, with hot and cold water, where all the family may wash and bathe themselves.

4. Then there are fine large cĕllars, where apples and potatoes, and other vegetables, may be kept. They have barns and stables, and wood-houses and coal-bins.

5. Then they have large chāmbers to sleep in, and parlors, and drawing-rooms, and dīning-rooms, and a library, where the books and newspapers are kept.

6. In their houses, there are beds, bedsteads, chairs, tables of all kinds, mirrors, curtains to the windows, and blinds or shŭtters to keep out the sun by day, and the cold by night.

7. While the children of the rich see all these things and enjoy them, they must remember that there are very many children, full as good as themselves, who live in small, low, and dark dwellings. They eat the coarsest food, and can scarcely obtain enough of that. They have

no shoes nor stockings, nor warm caps in winter, nor cool hats in summer, to protect them from the cold and the heat.

8. When you see other children thus deprived of so many comforts, you should pity them, and speak kindly to them, and do all the *g*ood to them that you can.

9. Many of these poor children, who have so few comforts when they are young, become wise and learned and *g*reat men. Everybody looks up to them. Kings and queens and princes are *g*lad to know them, and they are respected by every one.

10. In the next lesson, you will read about such a poor boy.

ARTICULATION.

j.

*j*ade,	*j*ane,	*j*ack;	*j*am,	*j*et,	*j*est;
*j*ib,	*j*ig,	*j*ilt;	*j*oin,	*j*oint,	*j*oist;
*j*oke,	*j*ole,	*j*olt;	*j*udge,	*j*ump,	*j*unk.

LESSON XXVI.

Scŏt′ land	sup pŏrt′	pro cūre	noth ing (nŭth′ ing)
kind ness	in stĕad	at tĕn′ tion	com′ fort a ble

HUGH MILLER.

THERE was a poor little boy in Scotland, not many years ago, who had very little to eat or drink, and scarcely any comfortable clōthing.

2. His par′ents were very poor. He had to stay away from school, most of the time, to work hard to support himself and his father's family.

3. When old enough to work all day, he had to make fences and walls of great heavy stones. Sometimes he had to sleep out, where the rain fell upon him during the night. He had nothing to eat but a little oatmeal, which he was oblīged himself to cook, when he wanted his brĕakfast, his dinner, or his supper.

4. When he had done a hard day's work, instead of playing with other boys and men with whom he worked, he used to take such books as he could find, and go into his tent by himself to read them.

5. He found it not easy to procure[1] books; but, when he could gĕt one, he would read it through, and study it well, until he knew all that was in it.

6. In this way, he worked and studied for a

[1] Pro cure′, to obtain, to get.

number of years, until he became quite a wise man. He was a mere stone-mason, but he became so good a scholar, that many great men said they wished they could talk and write as well as he did.

7. Now, this man, who was the poor boy you have just read about, is one of the most learned men in the world. Every one who knows him, looks up to him with respect. Wherever he goes, he is treated with great kindness and attention. Every one who goes where he is, is happy to see and know him. His name is Hugh Miller, and he still lives in Scotland.

ARTICULATION.

l.

*l*ake,	*l*ame,	*l*ate;	*l*amp,	*l*and,	*l*ash;
*l*ard,	*l*arge,	*l*ark;	*l*et,	*l*ess,	*l*end;
*l*ife,	*l*ight,	*l*ike;	*l*ift,	*l*ip,	*l*ive.

LESSON XXVII.

grȯw′ ing	choic est	neg lĕct	cŭl′ ti va ted
hĕalth y	knŏwl edge	åf′ ter ward	re sĕm′ ble
nèar ly	sup pȯse′	prĭv i lege	mis for tune
brĭ ers	be cåuse	a bŭn′ dant	o ver grȯwn′

A GARDEN OVERRUN WITH WEEDS.

Harry. Father, I don't *l*ike to go to schoo*l*. I wish you would *l*et me stay at home this morning. Char*l*es French's father does not ob-*l*ige him to go to schoo*l*.

Father. Give me your hand, Harry. Come with me. I wish to show you something in the garden. See how fine*l*y these peas are growing! How c*l*ean and hea*l*thy the vines *l*ook! Do you think we sha*ll* have an abundant[1] crop?

Harry. Oh yes, father. There is not a weed about their roots; and those *l*ittle po*l*es, or bushes, stuck in the ground, ho*l*d them up, so that they have a fine chance to grow.

Father. Now, go with me acrŏss the road, to *l*ook at Mr. French's pea-vines, through a *l*arge opening in his fence. We*ll*, my son, what do you think of Mr. French's pea-vines?

Harry. O father! I never saw such poor-*l*ooking peas in my *l*ife! There are no sticks for them to run upon, and the weeds are near*l*y as high as the peas themse*l*ves. There wi*ll* not be half a crop on them.

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[1] A bund'ant, very great; plentiful.

Father. Why are they so much worse than ours, Harry?

Harry. Because they have been *l*eft to grow as they p*l*ease. I suppose Mr. French just p*l*anted them, and never took any care of them afterward. He has neither taken out the weeds nor trained them to grow right.

Father. Yes, that is the truth, my son. A garden wi*ll* soon be overrun with weeds and briers, if it is not ti*ll*ed with the greatest care. Chi*l*dren's minds are *l*ike garden-beds, and they must be more carefu*ll*y tended than the choicest p*l*ants.

If you, my son, were never to go to schoo*l*, nor to have good seeds of know*l*edge p*l*anted in your mind, when you become a man, it would resemb*l*e this weedy bed in Mr. French's *l*and, rather than the beautifu*l* one in my garden. Would you think me right to neg*l*ect my garden as Mr. French has neg*l*ected his?

Harry. Oh no, father. Your garden is a fine garden, but Mr. French's is a*ll* overrun with weeds and briers. It wi*ll* not yie*l*d half as much as yours.

Father. Do you think, my son, it would be right for me to neg*l*ect my chi*l*d as Mr. French neg*l*ects his, and a*ll*ow him to run

wild, and his mind to become overgrown with weeds?

I send you to school, in order that the garden of your mind may have good seed sown in it, and that these seeds may spring up and grow, and yield a good crop. Now, which would you prefer, to stay at home from school, and let the garden of your mind be overrun with weeds, or to go to school, and have this garden cultivated?[1]

Harry. I would rather go to school. I will never again ask to stay at home from school. But, father, is Charles French's mind overrun with weeds?

Father. I am afraid that it is. If not, it surely will be, if his father does not send him to school. For a little boy not to be sent to school, is a great misfortune, and I hope you will think the privilege of going to school a very great one indeed.

ARTICULATION.

m.

make,	mane,	mate;	march,	mark,	marl;
mask,	mass,	mast;	met,	melt,	mend;
mile,	mild,	mind;	mode,	mope,	more.

[1] Cul' ti va ted, improved; dug up; planted and weeded.

LESSON XXVIII.

clŏs′ et	cĕr tain	cur rants	dĭf′ fi cult
wŏm an	grō cer	rā′i sins	fruit er er (frŏt)
like ly	sĕl dom	coŭn tries	cāre ful ly
dŏc tor	lĕm on	dĭs tant	re frĕsh′ ing
sē*a* son	ŏr ange	af fôrd′	ge ŏg′ ra phy

GRAPES.

"MOTHER," said little Ann Dor*m*an, one *m*orning, "*m*ay I have so*m*e of the grapes in the fruit-dish, in the closet?"

2. "No, *m*y dear," said Mrs. Dor*m*an; "I wish to send the*m* to the poor wo*m*an down in the lane. She is very ill, and it is not likely that she will live lŏng. She is so ill that the doctor does not allow her to eat *m*uch.

3. "A few grapes will be very refreshing to her, and you can eat cake, or nuts, or apples, which she can not eat. Grapes are very dear at this season of the year, and the poor wo*m*an can not afford to buy the*m*."

4. "Why are grapes dear at this season of the year?" said Ann to her *m*other. "Because, *m*y dear," said Mrs. Dor*m*an, "it is difficult to keep the*m* so lŏng. They will rot and spoil, unless they are kept with great care."

5. "But, *m*other, I have seen the*m* at the

windows, in the grocers' shops, all the year round." "Yes, my child, and when they are scarce they are very dear. The grocer and the fruiterer[1] take great pains to keep them, because they know they will be wanted for the sick; and, in very cold weather, they are paid a high price for them."

6. "But why, mother, did not the poor woman have them in her garden, and keep them, until cold weather? Father took a great deal of pains to make his grapes grow, and now we have some still."

7. "The poor woman has not a garden fit to raise grapes in, my dear. Your father trains his vines, with great care, in a green-house;[2] and it cŏsts a great deal of time and money to keep a green-house.

8. "The grapes which you see in the shops, are seldom the same as those which you see in our green-houses. Our grapes are round. Most of the grapes which you see in the shops are oval, or shaped very much like an egg."

9. "Mother, where do the oval grapes grow, if not in a green-house?" "Many grapes, my child, are brought in ships from a great dis-

[1] Fruit er er, one who deals in fruits.——[2] Green'-house, a house built for raising tender plants, and to protect them from the cold.

tance. They are packed in saw-dust very carefully, in lŏng jars, to prevent their being bruised.

10. "Many fruits, such as le*m*ons, ŏranges, grapes, figs, currants, and raisins, are brought in ships over the water fro*m* distant countries. They all have a certain season in which they are ripe, and when the season is past they be-co*m*e scarce and are dear.

11. "When you study Geography, you will learn what countries all these fruits co*m*e fro*m*, and where these countries are, and all about the people who live in the*m*." "O *m*other," said Ann, "I long to study Geography, that I *m*ay know all about these things."

12. Ann did not forget what she had thus learnt about grapes. When her teacher gave her a lesson in Geography, she studied it very carefully; and when she was twelve years old she could tell where all kinds of fruit ca*m*e fro*m*, and could find the places where they grew, on the *m*ap, and tell all about the people who live in those countries.

ARTICULATION.

n.

*n*ame,	*n*ail,	*n*ave;	*n*ag,	*n*ap,	*n*eat;
*n*eck,	*n*est,	*n*et;	*n*ext,	*n*erve,	*n*urse;
*n*ice,	*n*ight,	*n*ine;	*n*o,	*n*ode,	*n*ose.

LESSON XXIX.

Wĭll′ iam	Rĭch ard	Ru fus (rō̆′ fus)
ty rant	burn ing	peo ple (pē̆′ pl)
cur few	sŭb jects	e ven ing (ē̆′ vn ing)
fŏr est	pur sūe′	Eng land (ĭng′ gland)
hŭnt ing	dĭf′ fer ent	lan guage (lăng′ gwaj)
kĭng dom	vĭl la ges	cŏn′ quer or (kŏng′ ker or)

WILLIAM THE CONQUEROR.

A GREAT many years ago, there was a king in England whose name was William. They called him William the Conqueror,[1] but he ought also to be called a tyrant.[2]

2. He made a law, that all of his subjects[3] should put out their fire and lights, at eight o'clock in the evening, and go to bed. He ordered a large bell to be rung at that hour, to let the people know when it was eight o'clock.

3. The bell was called the curfew-bell, because the word curfew means to cover up the fire, and the fire was to be covered up, or put out, as soon as this bell was rung.

4. This king also made his subjects speak

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[1] Con′ quer or, one who overcomes another and makes him obedient.——[2] Ty′ rant, a cruel ruler.——[3] Sub′ jects, persons bound to obey the laws of a king or other ruler.

a different lănguage from their own, in the church, in the courts, and in schools.

5. But the worst thing that he did was to make what was called the New Fŏrest. He and his companions were very fond of hunting wild beasts, and he wanted a place where he might enjoy himself with his companions in hunting.

6. To make his new fŏrest, he pulled down all the houses and churches, and drove out all the people who lived in a large part of the kingdom. He then had trees set out, and wild beasts put into the fŏrest, that he might hunt them.

7. Many people were thus driven away from their happy homes. More than thirty-six churches were pulled down, and whŏle towns and villages were laid waste to make a place for wild beasts to live in, that he might pursue them and kill them there.

8. But this wicked king did not go unpunished. Two of his sons and one of his grandsons were killed in the new fŏrest. The name of his first son, that was killed in the fŏrest, was Richard, and the name of his grandson, who was killed there, was also Richard.

9. His other son, who was killed in the new

fŏrest, was called William Rufus, because he had red hair. The word Rufus means red, and William Rufus means William the Red.

10. This wicked king, who made the new fŏrest, was killed by a fall from his horse, while he was looking at the burning of a city, which he had ordered to be set on fire.

ARTICULATION.

ng.

ba*ng*,	ga*ng*,	ha*ng*;	sa*ng*,	le*ng*th,	stre*ng*th;
bri*ng*,	cli*ng*,	fli*ng*;	ri*ng*,	si*ng*,	sli*ng*;
spri*ng*,	thi*ng*,	wi*ng*;	so*ng*,	tho*ng*,	wro*ng*;
clu*ng*,	flu*ng*,	lu*ng*;	sprun*g*,	stu*ng*,	you*ng*.

LESSON XXX.

wĕa*th*′ er	fā ble	ad vīsed′	bea*u*′ ti ful
tā*l*k ing	gōld finch	ad vīce	to gĕth′ er
wā*i*t ing	quār relled	ex pĕct′ ed	en joy ing

BIRDS IN WINTER.

A FABLE.

ONE fine and warm morni*ng* in winter, when the sun shŏne brightly, and the air was as mild as a morni*ng* in June, the little birds met

togĕther in a beautiful wood, where the sun had melted the snow away, and the buds had almost begun to appear on the trees.

2. The little birds, enjoy*ing* the weather, thought the spri*ng* had come, and were in great haste to take their mates, and build their nests.

3. But one old bird, who had seen many such warm days in winter, advised them not to do so too soon. He told them that the snow would come again, and the weather would be too cold for them to build their nests, and lay their eggs, and feed their little you*ng* ones.

4. "You would better wait a little lo*n*ger," said this wise old bird, "until the snow and the ice have all gone, and the weather has become fixed and warm."

5. While the old bird was talki*ng*, up jumped a pert little goldfinch, with a smooth head, like satin, and beautiful bright wi*ng*s. He told the birds that he should not mind what the old bird had said; that he was goi*ng* to take his mate, and build a nest, and that they would hatch the eggs without waiti*ng* lo*n*ger.

6. Many of the birds did also as he had said. They took their mates, built their nests, laid their eggs, and expected to enjoy themselves,

while the old birds were waiting for fine weather.

7. But no sooner had they laid their eggs, than the cold wind began to blow. The rain, the hail, and the snow fell again, and filled their nests with water and ice. Their eggs were spoilt, and the silly birds themselves caught cold, and became very ill and crŏss. They quarrelled among themselves, and were very sŏrry they had not minded the good advice of the old bird.

8. Can you, my little readers, tell your teacher what good lesson this fable of the birds teaches?

ARTICULATION.

r.

*r*ace,	*r*ake,	*r*ain;	*r*ack,	*r*ag,	*r*ank;
*r*each,	*r*eam,	*r*eap;	*r*ent,	*r*end,	*r*est;
ba*r*,	ca*r*,	fa*r*;	o*r*,	no*r*,	wa*r*.

LESSON XXXI.

flow′ ers	whĕth er	in stĕad	be lŏng′ ing
snō*w* drop	we*a*r ing	re mā*i*ned	how ĕv er
crō cus	bŏn net	hăp′ pi ly	de cid ed
plā*y* mate	ap pe*a*red′	dĕl i cate	pre vĕnt ed

THE FIRST DAY OF MAY.

A PARTY of little boys and girls wished very much to go out into the country, on the morning of the first day of May, to raise a May-pole, and choose a Queen of May.

2. The day before had been very windy and rainy, and the weather was cold. No flowers had yet appeared, except the snow-drop and the crocus, two flowers that spring up before the snow has wholly gone.

3. Little Mary Weston was a pretty child, and as good as she was pretty. All her little playmates loved her very dearly, and had made her the Queen of May.

4. Her parents were very fond of her, and seldom denied her any thing that she asked. But they sometimes did not think how bad it would be for her to have her way in all things.

5. When little Mary asked her parents whether she might go with the May party, they forgot all about the cold weather, and gave her leave to go.

6. She rose very early in the morning, and put on her thin, white, summer dress. Instead of wearing her nice thick warm bŏnnet, she wore a wreath of flowers around her head.

7. All the party of little boys and girls also were dressed like her, in their summer clothes. They walked very happily out into the country, to enjoy the May-day.

8. There was one little girl belŏnging to the party, whose mother told her, if she went, that she must put on her thick winter clothes and overshoes. This she did not like to do, as all the other little girls were clad in their beautiful white summer dresses.

9. Her mother was very decided[1] with her, however, and told her she must either stay at home or wear her warm dress and thick shoes. The little girl not wishing to go without being dressed like the rest, remained at home.

10. The party that went did not enjoy themselves very much. They found the grass wet, and the air cold. There were no flowers in the fields, and scarcely a bud on the trees. They were, therefore, very glad when they got home, and could warm and dry themselves by a nice warm fire.

11. Many of the party took severe colds; and some of them were very ill. One delicate little girl was so ill with a fever, that the doctor said

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[1] De cid' ed, determined to have one's own way.

she must die. This was Mary Weston, the beautiful little Queen of May.

12. The little girl who staid at home was very glad that her mother had prevented her joining the party, in her summer clothing. This taught her that when her parents denied her any thing, it was only for her good.

13. The children who read this lesson will see how much this party who went Maying were like the little birds that made their nests too soon. You may also learn that you need not only to know what to do, but the proper time and manner of doing it.

ARTICULATION.

th.

that,	this,	these;	those,	their,	though;
thence,	bathe,	breathe;	baths,	laths,	mouths;
oaths,	paths,	lithe;	blithe,	booth,	with.

LESSON XXXII.

sŭb′stance	bu̇ild ings	re trèats	de stroy ing
dày light	lŏdg ing	èa′ ger ness	un plèas ant
pur pose	chĭm neys	fur ni ture	com păn ions
mèas ure	com pŏsed′	re sĕm′ bles	troŭb′ le some
căv erns	be twèen	de sĕrt ed	there fore (thĕr′)

THE BAT.

THE bat is an animal *th*at resembles[1] both a bird and a mouse. It has wings, but no feathers, and its wings are composed of a thin substance, very much like *th*at which is found between *th*e toes of a duck or a goose.

2. The skin of *th*e bat is like *th*at of a mouse. Its eyes are very small, and its sight is not very good. In *th*e daytime, it can scarcely see at all, and *th*erefore it hides itself all *th*e day, and flies about during *th*e night.

3. There are many animals *th*at can see better in *th*e dark *th*an *th*ey can by daylight. Cats, dogs, and horses can see as well by night as by day; for *th*e great God who made *th*em, has given *th*em eyes fitted for *th*e purpose.

4. We cannot see in *th*e dark, because our eyes were made to see only in *th*e daytime. Bats enter *th*e doors and windows of houses, in pleasant summer evenings. They feed upon moths, flies, flesh, and oily substances.

5. In *th*is country, bats are quite small, but in some countries in *th*e East *th*ey are very large, and *th*eir wings, when spread out, measure five or six feet. During *th*e daytime, bats

[1] Re sem' ble, to be like.

do not stand on *th*eir feet, but hang *th*emselves up by hooks on *th*eir wings, in *th*e lofts of barns, or in hollow or thickly leaved trees.

6. Bats are of great use, on account of *th*e great number of insects which *th*ey pursue[1] and destroy, wi*th* great eagerness, in *th*e morning and evening twilight.

7. When winter comes, *th*ey seek shelter in caverns, vaults, ruins, deserted buildings, and similar[2] retreats, where *th*ey cling toge*th*er in large clusters, and remain in a torpid[3] state until *th*e returning spring warms *th*em into life.

8. Though bats do much good, by destroying many unpleasant and troublesome insects, *th*ey also cause o*th*er insects to infest[4] new houses and new furniture. *Th*e red bugs, which are so very annoying[5] in bed-chăm'bers, are found in great numbers on bats.

9. Bats ŏf'ten make *th*eir lodging in chimneys; and *th*us *th*ese troublesome insects get into new houses and on new furniture. For *th*is reason, it is proper *th*at *th*e chimneys be smoked in *th*e summer-time, to drive *th*e bats and *th*eir companions, *th*e red bugs, away from *th*e house.

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[1] Pur sūe', to follow after another.——[2] Sim' i lar, like.——[3] Tor' pid, having lost the power of moving.——[4] In fest', to trouble greatly.——[5] An noy' ing, disturbing or troubling very often.

ARTICULATION.

v.

*v*ail,	*v*ain,	*v*ase;	*v*alve,	*v*an,	*v*amp;
*v*end,	*v*ent,	*v*est;	*v*ice,	*v*ile,	*v*ine;
*v*ow,	*v*oid,	*v*oice;	e*v*en,	gi*v*en,	*v*ivid.

LESSON XXXIII.

bůt′ ter	nâ*ught* y	chĭl dren	sup pōse
wĭck ed	pur pose	buy ing	fām′ i ly
chē*a*t ing	rāth er	be cāuse′	nĕc′ es sa ry
pē*o* ple	whĕth er	as sĭst	bus i ness (bĭz′ nes)

UNJUST BLAME.

Son. Father, what a naughty, wicked man Mr. Smith is, who keeps the store down in the next street!

Father. What makes you think him a naughty, wicked man, my son?

Son. I went to his store this morning, to get some butter for mother. He told me that it was twenty-six cents a pound; when I saw the man he bought it o*f*, and heard him tell the man that he should gi*v*e him but twenty cents a pound for it. Now, is not that cheating, father?

Father. No, my son. It is Mr. Smith's proper business to sell things for more than he pays for them.

Son. But, father, why should he make people pay more for things than he gave for them?

Father. Because, my dear, he keeps a store for that very purpose. You know some people go out to work, and are paid for their day's work; and, in that way they get money to buy food and clothes for their children.

Son. But Mr. Smith does not work, father. He only keeps shop; and I should think that would be fun, rather than work.

Father. Whether you call it fun, or work, my dear, Mr. Smith finds it very hard work. He has to go to his store early in the morning, and stay there to tend his store all day, and sometimes until late at night.

He has to hire his store, and to pay the young men whom he has to assist him. He has to buy a great many things that people sometimes want very much, and sometimes do not call for in time; and then they get spoiled, and Mr. Smith loses them.

He has a large family of little children. He must get money to feed and clothe them, and buy them books, to send them to school, and to

pay the doctor who attends them when they are ill.

As he tends his store all day lŏng, he can do no other work; and, therefore, he must earn his money to support his family by buying things *of* one class *of* people, and selling them at a higher price to others, who may want them.

Stores are *of* great use, as I suppose you know very well. If there were no stores, we should have to go without many things that we want very sadly.

Now, my son, before you call any one naughty, wicked, or a cheat, be very sure that what you blame is not very useful and necessary, and what you yourself would do if you understood why it is done.

ARTICULATION.

w.

wage,	wail,	wake;	walk,	wall,	want;
we,	weak,	wean;	well,	weld,	went;
wide,	wild,	wise;	will,	win,	wink.

LESSON XXXIV.

cŏst ly	Rò man	jew els	con sĭd er
pŭb lic	wear ing	Grăc chi	ex pĕct ed
shŏw ing	bri*ght* est	ad mired′	Cor nē li a

THE BEST JEWELS.

A RICH lady, who had many fine dresses and cŏstly jewels,[1] *was* very fond of *wearing* them in public. She thought that they *would* be admired by every one.

2. One day she paid a visit to a Roman lady, and, showing her all her fine jewels, told her how cŏstly they *were*. After she had shown these beautiful rich jewels to the

[1] Jew'els, precious stones commonly set in gold or silver.

Roman lady, she found that the Roman lady did not seem to admire them so much as she expected.

3. She therefore thought that the Roman lady must have some jewels more beautiful than hers, and she asked the Roman lady to show them to her.

4. The Roman lady told her that they *w*ere not in the house, but that they *w*ould be there in a short time, and then she *w*ould show them to her.

5. By and by two bright little boys, the sons of the Roman lady, came into the house from school. The Roman lady, taking them by the hand, led them to the rich lady, and pointing to them, she said, "*These are my jewels.*"

6. Now, if any of my little readers *w*ish that their own kind mothers *w*ould call them their jewels, they must be good boys and girls at home and at school. Then their parents will consider them as their best and brightest jewels.

7. The name of the Roman lady who prized her sons above the most costly jewels *w*as Cornelia. Her sons *w*ere called the Gracchi; and they both became great men.

ARTICULATION.

y.

*y*ard,	*y*arn,	*y*awl;	*y*awn,	*y*e,	*y*ear;
*y*ell,	*y*elp,	*y*es;	*y*et,	*y*oke,	*y*ore;
*y*ou,	*y*our,	*y*outh;	*y*ear,	*y*east,	*y*ield.

LESSON XXXV.

crouched	fè*ar* ful	rŭf fled	be trà*y*ed
flĭt′ ted	pĭn ion	hăp less	be nè*a*th
shĭn ing	frè*e* dom	bŏnd age	prĭs′ on er
brĭ*gh*t ness	gōld en	căp tive	re pĭn′ ing
hōpe less	ăch ing	de spā*ir*′	do mĭn ion

THE SORROWFUL YELLOW-BIRD.

1. THEY'VE caught my little brother;
And he was to me a twin![1]
They stole him from our mother;
And the cage has shut him in.

2. I flitted[2] by and found him,
Where he looked so sad and sick,
With the gloomy wires around him,
As he crouched[3] upon a stick.

[1] Twin, a brother or a sister of the same age.——[2] Flit, to fly quickly by.——[3] Crouched, bent down low.

3. His tender eye was shining
With the brightness of despair,
With sŏrrōw and repining,
As he bădе me have a care!

4. He said they'd come and take me,
As they'd taken him; and then
A hopeless prisoner make me,
In the fearful hands of men:

5. That, once in their dominion,[1]
I should have to pine away,
And never stretch a pinion,[2]
To my very dying day:

6. That the wings which God had made him
For freedom in the air,
Since man had thus betrayed him,
Were stiff and useless there.

7. And the little darling fĕllōw,
As he showed his golden breast,
He said, beneath the *y*ĕllōw,
He'd a sad and aching breast:

8. That, since he'd been among them,
They had ruffled it so much,

[1] Do min' ion, power or government.——[2] Pin' ion, part of a wing.

The only sŏng he'd sing them
Was a shriek beneath their touch.

9. How can they love to see him
So sickly and so sad,
When, if they would but free him,
He'd be so well and glad?

10. My hapless[1] little brother!
I would fain his bondage[2] share:
I never had another;
And he's a captive[3] there!

ARTICULATION.

z.

zeal,	zest,	zinc;	zone,	zion,	zebra;
blaze,	braze,	breeze;	craze,	doze,	freeze;
friz,	gaze,	graze;	maze,	glaze,	prize.

LESSON XXXVI.

fĭf' ty	Hŭ bert	Gĕof frey	sus pĕct ed
ŭn cle	nĕph ew	ō' pen ly	un der stănd'
prĭs on	hŭn dred	ēas i ly	i ron (ī' ern)
hŏr rid	rĭght ful	di rĕct' ed	lis ten (lĭs' sn)
sŭf fer	păin ful	for gŏt ten	pois oned (pois' nd)
Ar thur	thĭnk ing	en trēat ies	Eng land (ĭng' gland)

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[1] Hap' less, unlucky.——[2] Bond' age, the state of being a servant.——[3] Cap' tive, a prisoner.

LITTLE ARTHUR AND KING JOHN.

ABOUT six hundred and fifty years ago, there lived a very wicked king in England, whose name was John. He had a little nephew, whose name was Arthur.

2. A nephew is the son of a brother or a sister. The name of the father of Arthur was Geoffrey. Geoffrey was the son of Henry, called the Second, because he was the second king of England whose name was Henry.

3. On the death of Henry the Second, Geoffrey would have been king, but Geoffrey was dead, and Arthur was the rightful king.

4. But Arthur was a very little boy. He was not old enough to understand how to be a king. His uncle John had the care of him, and acted as king for Arthur.

5. Now, John was a very wicked man, and, although Arthur was a very good little boy, his wicked uncle did not love him. John knew that if he could gĕt Arthur out of the way, without being suspected of killing him, he would be the real king of England instead of Arthur.

6. This wicked man, therefore, tried a great many ways to gĕt rid of Arthur; but John knew that everybody loved Arthur, because he

was so good a little boy. They knew also that Arthur would be a very good king, when he was old enough, and they loved him very much.

7. John, therefore, did not dare to kill Arthur openly, but he had him put into prison, and sent a man, whose name was Hubert, to put out Arthur's eyes, and to kill him.

8. When Arthur saw Hubert come into his prison, with two cruel men, to burn out his eyes with red-hot irons, he fell down on his knees to Hubert, and begged him to pity him.

9. Hubert was not a cruel man, and was easily made to listen to poor little Arthur's entreaties. But Hubert knew that the wicked King John would punish him, and, perhaps, put him to death, if he did not do as the king had directed him, and kill Arthur.

10. He, however, told Arthur that he would not hurt him. Hubert also hid Arthur, so that the king did not know that he was alive. But little Arthur, thinking that Hubert had forgotten to take him out of the prison, jumped from the wall of the prison, and was killed by his fall.

11. The wicked King John had many things to suffer after Arthur's death, and, at last, he was poisoned, and died a very painful and hŏr-rid death.

ARTICULATION.

z.

åz′ ure,	bra′ zier;	gla′ zier,	gra′ zier;
raz′ ure,	seiz′ ure;	fu′ *s*ion,	leis′ ure;
o′ *s*ier,	treas′ ure;	meas′ ure,	vis′ ion.

LESSON XXXVII.

climbed	squir rel	påss ing	be lŏnged
trù′ ant	bås ket	nå*ught* y	brok en (brŏk′ n)
gåth er	stĕp ping	in stĕad′	anx ious (ånk′ shus)

NEVER PLAY THE TRUANT.

CHARLES RUSSEL was a good boy, who liked very much to go to school. He had heard his father say that, when he went to school, he never had played the truant; and Charles was very anxious to be like his father.

2. As Charles was going to school, he met a boy by the name of James Green, who was on the way to the woods to găther nuts. James belŏnged to the same school with Charles, and ought to have gŏne to school on that morning.

3. But James had made up his mind to play the truant, and he tried very hard to make Charles go with him. Charles told him that he

would not play the truant, because his father had told him that it was very wrŏng, and that when he was a boy he had never done so.

4. When Charles came home from school that night, his mother told him that she had some sad news to tell him about one of his schoolmates, by the name of James Green.

5. Instead of going to school, James had gŏne into the woods to găther nuts. He found plenty of nuts, but seeing a squirrel on a large tree, he put down his basket, and climbed the tree to find the squirrel's nest. Stepping on a branch that bent under his weight, he slipped and fell to the ground, and broke his leg.

6. A man, who was passing through the woods, found him, and carried him home. When the doctor came and set his leg, he said it would be a lŏng time before James would be able to walk.

7. Charles thought to himself how glad he was that he had not gŏne with James into the woods. If he had, it might have been he instead of James who had the broken leg.

8. He then said to himself, "I will not let any boy entice me away from school, but I will always attend when I am sent, and then I am sure that I shall be out of the way of harm."

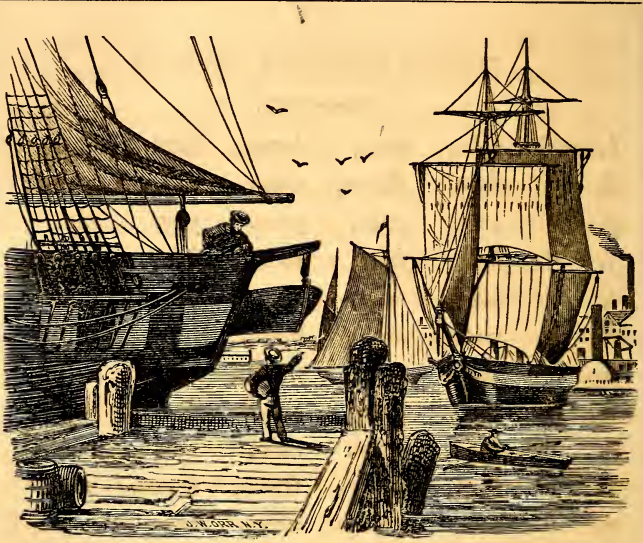
TABLE OF CONSONANT ELEMENTS.

SUB-TONICS.

b,	as in	*b*abe,	*b*ale,	*b*ane,	*b*ard,	*b*ark.
d,	"	*d*ale,	*d*ame,	*d*ate,	*d*id,	*d*im.
g,	"	*g*age,	*g*ale,	*g*ate,	*g*ag,	*g*ig.
j,	"	*j*ade,	*j*ane,	*j*oin,	*j*oint,	*j*oist.
l,	"	*l*ake,	*l*ane,	*l*ate,	*l*et,	*l*end.
m,	"	*m*ake,	*m*ane,	*m*ate,	*m*ild,	*m*ind.
n,	"	*n*ame,	*n*ail,	*n*ave,	*n*ine,	*n*ight.
ng,	"	ba*ng*,	ga*ng*,	sa*ng*,	flu*ng*,	you*ng*.
r,	"	*r*ace,	*r*ake,	*r*ain,	ba*r*,	ca*r*.
th,	"	*th*at,	*th*is,	*th*ese,	*th*ose,	wi*th*.
v,	"	*v*ail,	*v*ain,	*v*ase,	*v*ine,	*v*ice.
w,	"	*w*age,	*w*ail,	*w*ake,	*w*ide,	*w*ise.
y,	"	*y*ard,	*y*es,	*y*et,	*y*ou,	*y*our.
z,	"	*z*eal,	*z*est,	*z*inc,	*z*one,	ga*z*e.
z,	"	azure,	brazier,	glazier,	seizure,	vi*s*ion.

LESSON XXXVIII.

vĕs′ sel	tī dings	re cēi′ved	pre pār′ ing
flō′at ing	pre vĕnt′	sāt′ is fied	dis o bē′ di ent
wānt ed	be yŏnd	Rob in son	fas′ tened (fās′ nd)
mās ter	re fūsed	bĭt ter ly	cap tain (kāp′ tĭn)
dĭs tance	con sĕnt	in form′ ing	there fore (thĕr′ fōr)



YOUNG ROBINSON.

A LITTLE boy, one day, went down to a wharf[1] in a great city, to see the large vessels that were preparing to go to sea.

2. A wharf is a place where ships or boats may be fastened, to prevent them from floating away, or being blown away by the wind.

3. This little boy, when he saw the great ships, and heard that they were going out to sea, wanted very much to go in one of them,

[1] Wharf, a place built out into the water to load and unload vessels.

and see the great waters, and the countries he had heard about, beyŏnd the great waters.

4. He went home to his par'ents, and asked them to let him go in the great ship, the master of which told him that he might go, if he wished.

5. But his par'ents were not willing that this little boy should go in the ship. They knew much about the sea, and that living on board a ship would be a very hard life to lead. They therefore refused their consent.

6. The little boy was not satisfied. He wanted to go, and all his par'ents could say did not prevent[1] him from going. He rose very early, one morning, before his par'ents were awake, and tied up a few of his clothes in his pocket-handkerchief. He then slipped out of the back-door very sŏftly, for fear of waking the family, and went down to the wharf.

7. The captain of the vessel had not yĕt come down. The little boy, therefore, wandered about, up and down the wharf, for some time. Seeing another vessel preparing to push ŏff from the wharf, he went to the side of the vessel, and asked a man whom he saw there

[1] Pre vent', to hinder.

whether he would not like to take a little boy with him.

8. The man to whom he spoke called to another man, who was the master of the vessel, and told him there was a little boy on the wharf who wished to go with them. "Call him to me," said the master of the vessel. The little boy went on board of the vessel, and the master asked him what was his name. The little boy told him that his name was Robinson.

9. "Robinson," said the captain, who was standing near, "I am going in my ship a great distance, and shall not return home for a year. Do you wish to go with me?" "Yes, sir," said Robinson, "I wish to go very much, and I will do whatever you wish me to do, if you will let me go with you."

10. "Will your par'ents give their consent to your going?" said the captain. "They will not care," said Robinson: "they always let me do what I please." "I can not stop to ask them," said the captain; "but as you say they will not care, I will take you, and I will send a letter to your father to tell him that you have gŏne."

11. Robinson was so glad to go, that he did not stop to think what a wicked lie he had

told the captain about his par'ents' consent. The ship sailed, and this wicked and disobedient boy went to sea in the ship.

12. When Robinson's father received the captain's letter, informing him that his little son had gŏne to sea, he was very sŏrry, and his mother, on hearing the sad news, fainted away. She could not sleep all that night, but wept bitterly.

13. She passed nights, and days, and months, in great sŏrrōw. In vain she read the newspapers every day, to see whether any tidings came of her son. or the ship in which he sailed.

LESSON XXXIX.

rĭg' ging	ap pē*a*red'	com' fort a ble
scârce ly	sŭd' den ly	pray er (prâ' er)
drē*a*d ful	ŭt ter ing	fast ened (fâs' nd)
drē*a*m ing	de lī*gh*t' ed	whis tled (whĭs' ld)
drown ing	con fū sion	noth ing (nŭth' ing)
frī*gh*t ened	ex pĕct ing	mount ain (mount' in)

YOUNG ROBINSON—CONTINUED.

AS the ship sailed through the water, Robinson was at first very much delighted, and thought that he should have a nice time. But

he had not been lŏng in the ship before it began to roll from side to side, and to pitch and tŏss on the great waters, so that Robinson could not stand on his feet, but he had to hold on to the sides of the vessel.

2. The houses and the land began to disappear, and before many hours he could see nothing around or above him, but the blue sky and the dark green sea. And then Robinson began to feel dizzy and very ill. He lŏst all desire for food, and began to think how much pain he had caused to his father and mother by running away. He then thought that he would give all that he had in the world, if he could only be at home with his kind par′ents, his brothers and his sisters.

3. The master of the ship also began to be very severe with him, and to speak to him harshly, and make him run about the ship on errands when he was so dizzy and ill that he could hardly stand.

4. In a few days he began to feel a little better, and when he had nothing to do, he would look over the sides of the vessel and see the great waves coming from a distance. They appeared as though they would sink the ship and all the crew in the deep waters.

5. He was much frightened, too, when the wind arose and whistled through the rigging,[1] and raised the waves so high that they appeared like great mountains of water. In the night, too, he could scarcely sleep for fear. He lay on his hard hammock[2] among the sailors, wide awake, many a night, thinking of his comfortable home, and how glad he would be were he safely there again.

6. One night, as he lay asleep dreaming of home, he was suddenly aroused by a dreadful shock. Then he heard a cry from the deck,[3] "*We are all lŏst!*" and a moment after, he rolled from his bed on to the floor.

7. He rushed up from his sleeping place to the deck of the ship, where he saw every thing in confusion.[4] The ship had struck on a rock, and was fast going to pieces. Fear was on every face, and all around him were uttering cries and prayers, expecting every moment to be drowned in the deep sea.

8. The ship kept rocking from side to side, and in a few minutes it split and fell asunder.[5] Every one on board was thrown into the water.

[1] Rig'ging, the ropes and sails of a vessel.——[2] Ham'mock, a bed used on board of vessels.——[3] Deck, the covered part of a vessel.——[4] Con fu'sion, disorder.——[5] A sun'der, apart, or in pieces.

But Robinson was caught by a sail as he fell, and that saved him from drowning.

9. He caught hold of the spar or yard on which the sail was fastened, and clung to it. After having been on the water many hours, the wind blew the spar, with Robinson on it, so that it floated to the land.

LESSON XL.

drèar′y	be lŏnged′	isl and (ī′land)
prŏm ised	hâst′ i ly	nei ther (nē′ther)
fâlse hood	dis o bey′	fa tigued (fa tēgd′)

YOUNG ROBINSON—CONCLUDED.

WHEN Robinson came to the land, his clothes were wet through and through. He had been on the water many hours, and he was tired and very hungry.

2. He looked around to see whether any one else had been saved. But no one was near. On the beach, or shore, he saw pieces of the ship strewed about. At last he was so much fatigued that he lay down on the dry sand and fell asleep.

3. When he awoke, the sun was up and shining brightly upon him. He looked out on the

wide waste[1] of waters, but could see neither ship, nor sail, nor boat, nor living thing.

4. He walked a little way from the shore, to see if he could find a house or any place of shelter, but he found none.[2] At length, as he walked alŏng, he saw some bushes or small trees, and, going up to them, he found that there were some ŏranges on them. He hastily seized one and săt down to eat it.

5. But the story of this little boy is too lŏng to tell you in this book, and I can only add, that he passed many dreary days and nights on the lonely island, where the sea had cast him. One day, as he was walking alŏng the beach or shore, he saw some men rowing a small boat toward the island.

6. The men belŏnged to a large ship, which he saw at some distance, and they were coming on shore in search of fresh water. The sea-water is salt, and not fit to drink.

7. Robinson răn up to the men, as soon as they landed, and told them his story. He owned that he had been a very naughty boy, and said if they would take him with them, he would work for them on the voyage.

---

[1] Waste, an unoccupied space.——[2] None (nŭn).

8. The men had compassion on him. They took him on board of their ship, and at last carried him home to his par'ents, who thought he had been drowned.

9. Robinson fell on his knees before his father and mother, and promised them that so lŏng as he lived, he would never disobey them again, nor tell another falsehood.

ARTICULATION.

f.

*f*ame,	*f*ane,	*f*ate;	*f*ar,	*f*arce,	*f*arm;
*f*ife,	*f*ile,	*f*ine;	*f*orce,	*f*ord,	*f*orge;
*f*all,	*f*alse,	*f*ault;	*f*oul,	*f*ount,	*f*ound.

LESSON XLI.

bärk' ing	ēa gle	al thō*ugh*	sät is fied
mew ing	find ing	at tĕmpt	un ā' ble
wĕll-bred	de sired'	com' pa ny	nat ure (nāt' yer)
tor toise	sup pōrt	cŏn tra ry	creat ure (krēt' yer)

THE EAGLE AND THE TORTOISE.

A FABLE.

LITTLE boys are ŏ*f*ten *f*ond of playing horse, and pretending that they are dŏgs or cats. Sometimes they make a noise like a dŏg barking or a cat mewing.

2. This is all very well, when they are at play among themselves, to amuse each other. But when they are in the company of their parents and *f*riends, they should make no such noises, but conduct themselves like good and well-bred little boys.

3. No one should pretend to be what he is not, and no one should try to be what he never can be.

4. A story is told of a tortoise[1] who wished vĕry much to be a bird. The story is a *f*able, and a *f*able is a story which is not true;[2] but, although it is not true, it is so much like a true story, that it always teaches a use*f*ul lesson.

5. The tortoise is a creature that can swim vĕry *f*ast in the water. When out of the water, it can walk only slowly, and with great labor. It has a hard and thick shell on its back, *f*rom which combs and other use*f*ul things are made.

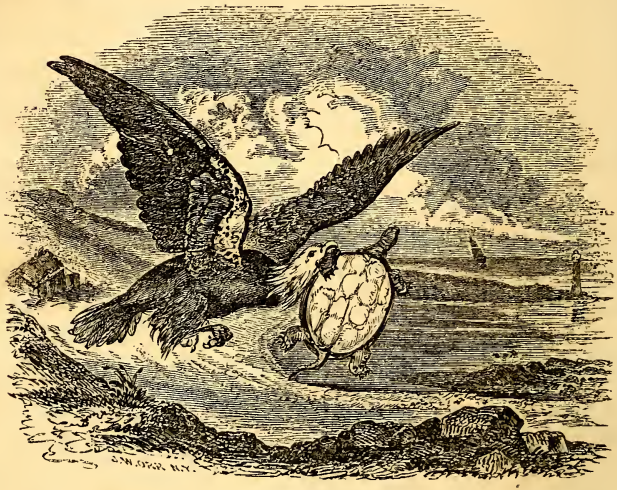
6. An eagle is a very large bird, and it *f*lies vĕry high and *f*ast in the air. The tortoise wished very much to be a bird, and to *f*ly in the air. He thought that he could be a bird, i*f* any one would teach him how to *f*ly.

7. Seeing the eagle, one day, the tortoise

---

[1] Tor′ toise, a turtle.——[2] True (trō̆).

begged that he would teach him how to *f*ly. But the eagle told the silly tortoise that *f*lying was a thing he could not do, because it was contrary to nature.



8. But the tortoise was not satisfied. He begged the eagle to take him up into the air, and then to let him *f*ly down to the earth.

9. The eagle, *f*inding that nothing else would satis*f*y the tortoise, did as he was desired. He took the tortoise up very high into the air, and then let him drop. The poor *f*oolish tortoise, being unable to support himsel*f* in the air, *f*ell down upon a rock, and was dashed to pieces.

10. We may learn from this fable, that *if* we try to be, or to do, what, *from* our nature, we can not be, or do, we may *fail* in our attempt, and be brought to a sad end, like the silly tortoise.

ARTICULATION.

h.

*h*ale,	*h*ame,	*h*ate;	*h*ark,	*h*arm,	*h*ard;
*h*eal,	*h*eap,	*h*ear;	*h*ide,	*h*igh,	*h*ire;
*h*old,	*h*ome,	*h*ope;	*h*ound,	*h*ouse,	*h*owl.

LESSON XLII.

råb′ bit	slĭght ly	rē′ al ly	un plēas′ ant
spē cies	cŭs tom	ĕn e mies	in cor rĕct′
bur rows	dis tĭnct′	dĭf fer ent	im pŏs′ si ble
cŏn stant	re form	rĭd i cule	A mĕr′ i can

RABBITS.

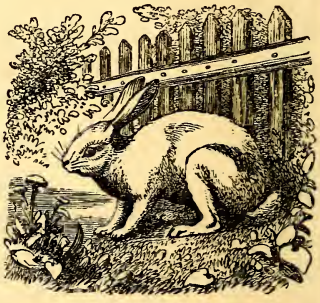
Walter. Is not this the picture of a rabbit, father? John says it's a *h*are.

Father. And John is right, my son. That is the picture of an American *h*are.

Walter. But I am sure

I *h*eard you call it a rabbit. Everybody calls these animals rabbits.

Father. True, Walter. And yet, really, they are *h*ares. Though the rabbit looks very much like a *h*are, it is a distinct[1] species,[2] and is much wiser than the *h*are. It burrows[3] in the ground, and thus *h*ides itself and its young from its enemies; while the *h*are lives on the surface[4] of the earth, and is in constant fear of its enemies.



Look at this picture of a tame rabbit, and then look at the picture at the *h*ead of this lesson, and you will see that they are different.

Walter. Oh yes. I can see that very plainly. But if our rabbits, as we call them, are only *h*ares, why are they not called by their[5] right name?

Father. A first mistake in naming the animal, *h*as made the term rabbit so common, that most people believe it to be correct; and it is now almost impossible to change it to the right one.

Walter. I will call them *h*ares, after this.

---

[1] Dis tinct', different.——[2] Spe' cies, kind or sort.——[3] Bur' rows, digs in the ground.——[4] Sur' face, outside.——[5] Their (thâr).

Father. People will *h*ardly know what you meant.

Walter. But they are *h*ares, and ought to be called so.

Father. My son, when you speak to others, you wish them to understand the meaning of your words, do you not?

Walter. Oh yes.

Father. If you say *h*are, you will not be understood, for the American *h*are is known as the rabbit. It is better always to be correct in every thing; but where the usage[1] of a whōle people is slightly incorrect, as in this instance, it is better that lads, like yourself, should do as others do, instead of trying to introduce a reform. You could effect no change of the custom, and you would only lay yourself open to the unpleasant ridicule[2] of many.

Walter. But you *h*ave said that we never should be afraid of ridicule, father.

Father. Nor should we. And yet, there[3] are few who can bear[4] it without feeling unpleasantly. It is always best not to provoke it lightly, for those who laugh at us are not in a state to be made better by what we may say or do.

---

[1] U′sage, use, practice.——[2] Rid′i cule, laughter; words spoken to cause unpleasant laughter.——[3] There (thâr).——[4] Bẽar.

Walter. I never thought of that.

Father. But it is a fact, Walter; and, therefore, while we should not be afraid of being laughed at, we should not, for a light cause, call down upon ourselves the ridicule of others.

ARTICULATION.

k.

*k*eel,	*k*eep,	*k*ey;	*k*iss,	*k*ing,	ki*nk*;
*k*ind,	*k*ine,	*k*ite;	*k*ir*k*,	*k*ept,	ki*ck*;
bea*k*,	see*k*,	wea*k*;	bac*k*,	pac*k*,	tac*k*.

LESSON XLIII.

schŏl′ ars	sĕn tence	tĭm′ id ly	un der stănd′
quĕs tion	quĭck ly	răp id ly	an swer (ăn′ ser)
pŭz zle	re quire′	re mĕm′ ber	wo men (wĭm′ en)

WHAT IS A BIRD?

A TEACHER, who was very anxious to ma*k*e his scholars understand their lessons, said to them one day, "Now, children, I have a very hard question to as*k* you. It does not require you to study, but only to thin*k* about it, in order to answer it well. The one who gives me the best answer shall go to the head of his class. The question is this: *What is a bird?*"

2. Before they heard the question, they looked very sober, and thought their teacher wished to puzzle them, or to give them a long sentence to learn. But, as soon as they heard the question, they began to smile among themselves, and wonder why their teacher should call that a hard question.

3. A dozen hands were at once raised, to show that so many of the children were ready to answer it.

4. "Well, John," said the teacher, "your hand is up; can you tell me *what a bird is?*"

5. John quickly rose, and, standing on the right side of his seat, said, "A bird is a thing that has two legs."

6. "Well," said the teacher, "if some one should saw ŏff two of the legs of my chair, it would then be a thing that has two legs; but it would not be a bird, would it? You see, then, that your answer is not correct."[1]

7. One of the children said that a bird is an *animal* with two legs. "But," said the teacher, "all little boys and girls, and all men and women, are animals with two legs; but they are not birds."

---

[1] Cor rect', right, without mistake.

8. Another child said that a bird is an animal that has wings. But the teacher said, there are some fishes that have wings, and that fishes are not birds.

9. A bright little girl then rose and said, "A bird is an animal that has legs and wings, and that flies." The teacher smiled upon her very *k*indly and told her that "it is true that a bird has legs and wings, and that it flies; but, there is another animal, also, that has legs and wings, and that flies very fast in the air. It is called a *bat*. It flies only in the night; but it has no feathers, and therefore is not a bird."

10. Upon hearing this, another bright-eyed child very timidly rose and said, "A bird is an animal that has legs, wings, and feathers." "Very well," said the teacher; "but can you not thin*k* of any thing else that a bird has, which other creatures have not?"

11. The children loo*k*ed at one another, wondering what their teacher could mean; and no one could thin*k* what to say, until the teacher said to them, "Thin*k* a moment, and try to tell me how a bird's mouth loo*k*s. You see I have two lips, and these two lips form my mouth. Now, tell me whether a bird has two lips; and if he has not, what he has instead of lips."

12. One of the children quick*k*ly arose and said, that a bird has no lips, but he has a bill; and that bill opens as the lips of a man do, and forms the mouth of the bird.

13. "Yĕs," said the teacher; "and now listen to me while I tell you the things you should always mention, when you are as*k*ed what a bird is: A bird is an animal that has feathers, two legs, two wings, and a hard, glŏssy[1] bill."

14. "And now," said the teacher, "you see I was right, when I told you that I had a hard question to as*k* you. Try to remember what I have told you about a bird, and when you are as*k*ed what any thing is, thin*k* of all you ever knew about the thing, and, in this way, you will be able to give a correct answer.

15. "This will also teach you to thin*k* of what you read, and to understănd it. Thus, you will improve rapidly, for you can always read those things best which you understănd."

ARTICULATION.

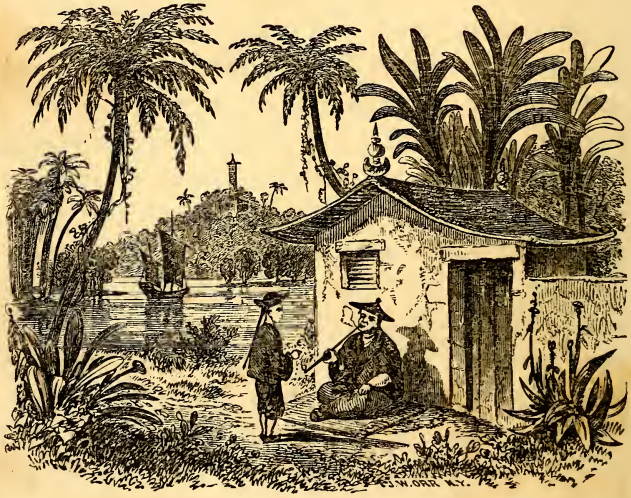
p.

*p*ace,	*p*ail,	*p*ain;	*p*ant,	*p*ass,	*p*ast;
*p*eace,	*p*eak,	*p*eep;	*p*ike,	*p*ine,	*p*ipe;
*p*ond,	*p*op,	pom*p*;	plum*p*,	pul*p*,	pum*p*.

[1] Gloss′ y, shining.

LESSON XLIV.

Chi′na	sil ver	chär coal	dū ti ful
pälm-trees	plät ted	mān aged	dĕl i cate
trow sers	gäth ered	Cān′ ton	Ma ca o (mä kou′)
jäck et	oys ters	Chi nēse′	pret ty (prĭt′ ty)
änk les	mŭs cles	nan kēen	tak en (tāk′n)
når row	shòul der	cū′ ri ous	earth en (ĕrth′n)



THE LITTLE CHINESE BOY.

A TUNG was a little Chinese boy. He had no mother. She had been dead a great many years.

2. He lived all alone with his old father in a *p*oor little hut, standing among some green *p*alm-trees, near a Chinese village in Macao, which is in China, about eighty miles from the great city of Canton.

3. I dare say, you have seen some of the very curious things which are brought from thence.

4. Atung was a good and *p*retty boy. He wore nankeen trowsers, and a sort of jacket, which came down to his knees, and round his ankles were little narrow stri*p*s of tin.

5. The children of rich men in China wear silver anklets ;[1] but the father of Atung was so *p*oor, he could buy his son only tin ones. His hair[2] was vĕry black, and he wore it *p*latted in a lŏng braid, hanging down his back.

6. He would have seemed a very strangely dressed little boy to you ; but, think as you would, I am sure, if Atung could have seen you, he would have thought your dress even more odd.

7. His father was very *p*oor, and so old, that he could scarcely *p*ull the rice which grew in a small s*p*ot of ground back of the little hut.

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[1] Ank'lets, ornaments for the ankles.——[2] Hâir.

He would sit most of the day, and smoke his long *pipe*.

8. Little Atung did not mean that his father should suffer, if he could *p*revent it. He was vĕry dutiful[1] and kind to him, găthered oysters ŏff the rocks near the sea, and *p*icked u*p* delicate muscles,[2] for his old father to eat.

9. Once or twice a day he would take a great earthen jar u*p*on his shoulder, and go ŏff to the s*p*rings, among the hills of Macao, and fill it with sweet fresh water, that his father might drink. He cooked rice and fish over a little *p*an of charcoal, at the door of the hut. He also took great care to kee*p* the hut neat and tidy.

10. But, by and by, the old man was taken very ill, and *p*ined away, day after day, until, at length, he died; and poor little Atung was left all alone with the dead body of his father, in that small hut, by the green *p*alm-trees.

ARTICULATION.

s.

*s*afe,	*s*ake,	*s*ame;	*s*ane,	*s*ave,	*s*lave;
*s*ea,	*s*eal,	*s*eat;	*s*ee,	*s*eed,	*s*een;
*s*elf,	*s*end,	*s*ense;	*s*ilk,	*s*ince,	*s*ing.

[1] Du′ ti ful, kind and attentive to parents and the aged.——
[2] Mus′ cles, a kind of small shell-fish.

LESSON XLV.

ò′ cean	for lorn′	re wârd′ ed
cŏf fin	dis trĕss	heav en (hĕv′ n)
wàst ed	pre pâred	hast ened (hast′ nd)
vĭl lage	com mând	a gainst (a gĕnst′)
view ing	ĭm′ a ges	sunk en (sŭngk′ n)
spăr rōw	ĭg no rant	lan guage (lăng′ gwaj)
knŏ*w*l edg	gĕn tle men	mĭs′ sion a ries

LITTLE CHINESE BOY—CONCLUDED.

POOR little Atung now had no friend but Gŏd! And yet he had never heard of the great God of heaven. He had been taught to bow down before images[1] of wood and *s*tone. But God loved him, poor little ignorant boy as he was.

2. The Bible tells us that not a *s*părrōw falls to the ground, without the knowledge of our heavenly Father. He loves all his children, and now he raised up friends for thi*s* forlorn[2] little boy.

3. One day, it chanced that *s*ome foreign[3] gentlemen and ladies were viewing the rice-fields near a Chinese village, when *s*uddenly

[1] Im′ a ges, forms made to represent other things.——[2] For lorn′, forsaken, helpless, lost.——[3] Fŏr′ eign, belonging to another country.

they heard low sobs and cries, as of some one in pain, or in grief.

4. These cries came from a little wood, near by. They hastened to it, as fast as they could, and there, sitting on the ground, with his head leaning against the body of a palm-tree, was poor little Atung.

5. He was vĕry pale; his eyes were sunken, and his form wasted. One of the gentlemen, who could speak the Chinese language, went up to the little boy, and kindly taking his hand, asked the cause of his distress.

6. Atung was so weak that he could hardly speak. At last he told them that he was nearly starved! For three days he had not touched a morsel of food! His father had no cŏffin, and he had saved the few fishes he had caught, and even every grain of rice that he had, that he might sell them, and thus be able to bury his poor old father!

7. The party were all moved by the strŏng love which this little boy showed for his father. The same day, a cŏffin was prepared, and the body of the old man was given to the earth.

8. One of the gentlemen took the poor forlorn little boy home with him to his own house, which stood fronting the great ocean, in one of

the first *s*treet*s* of Macao. He *s*oon became fond of the Chine*s*e boy, who showed himself grateful in many ways for the kindne*s*s he had received.

9. In a few week*s*, when Atung was *s*trŏng again, the *s*ame gentleman placed him at a *s*chool taught by *s*ome kind missionaries,[1] where he might learn about our great Father in heaven, and his *s*on Jesu*s* Chri*s*t.

10. Do you not think the little Chine*s*e boy was rewarded for his love and duty to his old father? So will all children be, who remember to keep the command—"HONOR THY FATHER AND THY MOTHER."

ARTICULATION.

t.

*t*ale,	*tas*te,	*tai*nt;	*t*ar,	*t*arge,	*tar*t;
*t*aun*t*,	*taugh*t,	*t*empt;	*t*en*t*,	*t*e*s*t,	*t*ex*t*;
*t*il*t*,	*t*in*t*,	*t*inge;	*t*oa*s*t,	*t*oll,	*t*one.

LESSON XLVI.

pĭg′ eon	mĕre ly	dăn ger	quĭ′ et ly
shy est	kĭtch en	re grĕt′	dĭf fi cult
spȯrts men	cŏn stant	ex pȯsed	lĭb er ty

[1] Mis′ sion a ries, persons sent to teach the true religion.

THE WOOD-PIGEON.

THE common wood-pigeon, or the ring-dove, as it is sometimes called, is one of the shyest birds in the woods. It is so wild, that sportsmen find it very difficult indeed to get within shot of it. But this wild bird will become quite tame, if caught when young, and treated with great kindness.

2. A friend of mine bought two young wood-pigeons from some boys, merely to save their lives. He sent them to an old woman near his house to be bred up. She took great care of them, feeding them with peas, of which they were very fond.

3. One of them died, but the other grew up, and was a fine bird. Its wings had not been cut, and as soon as it could fly, it was set at liberty.

4. But this bird was so fond of the old woman, who had treated it so kindly, that it would never quite leave the place. It would

fly to a great distance, and even go with birds of its own kind. But it never failed to come to the house of my friend, twice a day, to be fed.

5. The peas were placed for it in the kitchen window. If the window was shut, it would tap with its bēak till it was opened; then, it would come in, eat its meal, and fly ŏff again.

6. If by chance, after it had tapped for a lŏng time, the window was not opened, the pigeon would fly upon a tree, that was near, and wait till the cook came out. As soon as it saw her, it would alight on her shoulder, and go with her into the kitchen.

7. What made this more strange was, that the cook had not bred the bird up; and the old woman's cottage was at some distance; but as she had no peas left, it came to my friend's house, as I have said, to be fed.

8. This went on for some time; but the poor bird, having lŏst its fear of man, was exposed to constant dānger from those who did not know it. It met with the fate of most pets. A strānger saw it quietly sĭtting on a tree, and shot it, to the great regret of all its former friends.

ARTICULATION.

th.

*th*ank,	*th*ick,	*th*ing;	*th*ink,	*th*ird,	*th*irst;
*th*igh,	*th*orn,	*th*umb;	*th*ump,	*th*atch,	*th*eft;
ba*th*,	brea*th*,	pa*th*;	la*th*,	tru*th*,	you*th*.

LESSON XLVII.

ån′ them	från chised	prĭs on er	mĕr ri est
frē*e* dom	re joiced′	mĕr ri ly	o pened (ō′pnd)
out sprĕ*a*d′	con fined	mĭn is tered	whis tled (whĭs′ld)
bound′less	hăst′ i ly	fĕ*a*th er y	war bled (wăr′bld)
mĭs tress	sŏr rōw ful	mĕl low er	sick ened (sĭck′nd)

THE BIRD SET FREE.

1. SHE opened the cage, and away there flew
A bright little bird: as a short adieu,
It hastily whistled, and passed the door;
And felt that its sŏrrōwful hours were o'er.

2. An an*th*em[1] of freedom it seemed to sing,
To utter its joy for an outspread wing;
That now, it could sport in the boundless air;
And might go any and every where.

3. And Anna rejoiced in her bird's delight;
But her eye was wet, as she marked its flight;

[1] An′ them, a song.

Till, this was the sŏng that she seemed to hear;
And, mĕrrily warbled, it dried the tear:

4. "I had a mistress, and she was kind
In all but keeping her bird confined.
She ministered food and drink to me;
But oh! I was pining for liberty!

5. "My fluttering bosom she loved to smooth;
But the heart within it she could not soothe;
I sickened and lŏnged for the wildwood breeze,
My feathery kindred, and fresh green trees.

6. "A prisoner here, with a useless wing,
I looked with sŏrrōw on every thing.

I lŏst my voice, I forgot my sŏng,
And mourned in silence the whōle day lŏng.

7. "But I will go back with a mellower pipe,
And sing, when the chĕrries are round and ripe,
On the topmost bough, as I lock my feet
To help myself, in my leafy seat.

8. "My mĕrriest notes shall there be heard,
To draw her eye to her franchised[1] bird;
The burden, then, of my song shall be,
Earth for the wingless; but air for me!"

ARTICULATION.

ch.

*ch*afe, *ch*ain, *ch*ase; *ch*ange, *ch*arm, *ch*art;
*ch*eese, *ch*eek, *ch*eer; *ch*ick, *ch*in, *ch*ip;
*ch*ill, ea*ch*, in*ch*; mar*ch*, mu*ch*, brea*ch*.

LESSON XLVIII.

rŏll′ ing	hăp pened	ĭn′ stant ly
păss ing	ĕmp ty	of fĕnd′ ed
drăw ing	smăll er	dis plĕa sure
wăg on	quăr rel	in ter rŭpt′
hŭ mor	re plied′	dĭf′ fi cul ty
roŭgh ly	be twēen	an gry (ăng′ gry)
troŭb ling	ap pēared	youn ger (young′ ger)

[1] Fran′ chised, made free.

SPEAK GENTLY.

"GET out of my way," said John to William, as he was rolling his hoop alŏng a nărrōw passage, through which William was drawing his wagon. "You are always gĕtting in my way, whenever I wish to have a little fun with my hoop, or my ball, or any of my playthings."

2. These angry words of his brother made William feel out of humor too, and he very roughly replied, "You gĕt out of *my* way. I can not play anywhere with any thing without your coming to interrupt me. I have as mu*ch* right to be in the road as you have, and, if you can not amuse yourself without troubling me, go somewhere else to play."

3. These unkind words between his two sons were heard by Mr. Conway, who from a window in the house saw what was going on, without his sons knowing that he was near.

4. A few days after, he happened to be in the barn, in one part of whi*ch* he had caused a fine swing to be made for his *ch*ildren. William was enjoying the swing with another lad of about his own age, when John entered the barn in great haste, and in no very good humor.

5. "Gĕt out of that swing, Bill," said John.

"You and Harry Jones have had it a lŏng time, and it is my turn to swing, now. Father did not have it put up for you, and all the ragged boys in the village."

6. "I came here first," said William. "I have the swing and mean to keep it. You only came here to interrupt us. If you wanted to swing, why did not you come and take it before we left our balls? The swing has been empty all the morning, and you would not have thought of it if you had not seen us here."

7. "I don't care for that," said John. "I want it, and I will have it. If you do not gĕt out of it this minute, I will pitch you out." These angry words did no good. Although William was younger and smaller than John, he thought, with the aid of Harry, he could prevent his brother from taking the swing, and keep it for himself.

8. John was just about to carry out his threat, and had taken hold of the rope to pull the seat from under his brother, when their father, whom they had not before seen, appeared before them.

9. "I believe, my sons," said Mr. Conway, mildly, "I must have the swing taken down. I had it nicely put up, hōping that it would

amuse my *ch*ildren and make them happy, but, I find it causes them to quarrel."

10. "O father," said William, "do not take it down. John shall have it this time, if you will only let it remain." John also said that he would give it up to his brother the whōle day, if his father would not take it down.

11. "*Ch*ildren," said Mr. Conway, "I have no wish to remove it, if you will not compel me to do so. It was not the swing that caused the difficulty between you, but the unkind manner in which you spoke to one another. I heard all that passed between you about the swing, as well as the quarrel that took place a few days ago in the road.

12. "My son, when you wished your brother to let you pass by him with your hoop, you roughly said to him, 'Gĕt out of my way!' Your angry manner offended him. Now, if you had said gently to him, 'Please, William, move your wagon a little, so that I may pass with my hoop,' he could have had no cause of displeasure, and would, without doubt, have moved out of your way.

13. "This morning, if you had said to him, 'William, please let me swing a little while,' I have no doubt that he would instantly have

given up the swing to you, but you vĕry roughly băde him, 'Gĕt out of that swing!'

14. "Now, my sons, I wish you both to remember, when you ask any one to do any thing for you, to *speak kindly.* No one likes to be ordered to do any thing; but, if kindly asked to do it, no one who is not very ill-tempered will refuse to oblige you."

ARTICULATION

sh.

*sh*ade, *sh*ake, *sh*ame; *sh*eaf, *sh*eep, *sh*eet;
*sh*ark, *sh*arp, *sh*ore; *sh*ort, *sh*ould, *sh*out;
*sh*all, sa*sh*, mar*sh*; *sh*ell, *sh*ift, *sh*awl.

LESSON XLIX.

thâ*w*′ ing răn cid Lâ*w* rence mĭn is ters
wĕ*a*th er hurt ful pre vĕnt′ re frĕsh′ ing
dŏŭb le thirst y com pĕlled en tire ly
trŏŭb le church es cov′ er ing hŏs′ pi tal
shâv ings wor thy dăn ger ous bus i ness (bĭz′ nes)

ICE-HOUSES.

ICE-HOUSES are made to keep ice when the weather is warm, and to prevent its thawing. They are sometimes made below the

ground, with a low covering to keep out the sun*sh*ine and heat. Sometimes they are made above the ground, and then the sides are double, and filled with sawdust, or *sh*avings.

2. Ice is vĕry useful in warm weather. When milk, cream, and butter are kept on the ice, the butter will not become rancid,[1] nor the milk and cream sour.

3. Meat, and food of all kinds, will also keep good much lŏnger and better on the ice. A glass of water with ice in it is vĕry refres*h*ing, on a warm day in summer. But it is very dangerous and hurtful to drink a great deal of ice-water on a very hot day.

4. Not lŏng ago there was a rich man, who lived in Bŏston. He was a vĕry worthy man, and every one loved him. When people were in trouble, he gave them good advice, and helped them in many ways. He was very kind to the poor, and gave them money, and clothing, and food.

5. One vĕry warm day, many years ago, this good man, after working very hard in his business, went to visit some poor people. When he returned home, he was very warm and

[1] Ran' cid, having a strong unpleasant smell and taste.

thirsty. He drank some ice-water, and it tasted so refres*h*ing that he did not think of the harm it would do him. He drank too much of the very cold water, and was taken very ill.

6. At first it was thought that he would die. But he had a vĕry skillful doctor, under whose care his life was saved; though he never after was entirely well.

7. He lived many years, but was oblīged to be vĕry careful in his diet. Every thing he ate or drank was weighed, and he was compelled to deprive himself of many plĕasures in which he saw his friends indulge.

8. The only plĕasure he had was in being good and doing good. There are vĕry many people now living whom he aided. He gave large sums of money to build churches, and hospitals, and to support worthy ministers.

9. This good man died a vĕry *sh*ort time ago, and both the rich and the poor, the old and the young, were very much grieved at his lŏss. The name of this good man was Amos Lawrence.

ARTICULATION.

wh.

*wh*ale, *wh*arf, *wh*at; *wh*eat, *wh*eel, *wh*eeze;
*wh*elm, *wh*elp, *wh*ence; *wh*ere, *wh*ich, *wh*iff;
*wh*ile, *wh*ine, *wh*ip; *wh*irl, *wh*ist, *wh*ite.

LESSON L.

sày′ ing	fèel ings	ĭn′ no cent	af fĕc tion
kĭnd ness	pĕr ished	ăn i mal	pas sions (păsh′ uns)
crèat ure	de stroy′	for gŏt′ ten	e ven ing (e′ vn ing)

TAKE CARE OF THAT WOLF.

Mother. Take care of that wolf,[1] my son: you are saying harsh things about William.

Alfred. What wolf, mother?

Mother. The wolf in your heart. Have you forgotten *wh*at I told you last evening, about the wild beasts within you?

Emily. But you told us, too, about the innocent lambs. There are gentle and good animals in us, as well as fierce and evil ones.

Mother. Oh, yes. Kindness and love are the innocent animals of your hearts, and evil passions and hate are the cruel beasts, that are always ready, if you will permit them, to rise up and destroy your good affections. Take care, my children, how you permit the wild beasts to rage.

Emily. But *wh*at did you mean by saying that there was a wolf in brother Alfred? Tell us the meaning of that, mother.

[1] A wolf is a wild beast like a dog, but very savage and cruel.

Alfred. Yes, do, mother. I want to know *wh*at the wolf in my heart means.

Mother. Do you know any thing about the nature of wolves?

Emily. They are very cruel, and love to seize and eat up dear, little, innocent lambs.

Mother. Yes, my children, their nature is cruel; and they prey upon innocent creatures. Until now, Alfred, you have always loved to be with your playmate, William Jarvis. Was it not so, my dear?

Alfred. Yes, mother; I used to like him.

Mother. Often, you would gĕt from me a fine, large apple, or a choice flower, from the garden, to give him. But the tender and innocent feelings that moved you to do this have perished. Some wolf has rushed in, and destroyed them. How innocent, like gentle lambs, were your feelings, until now! When you thought of William, it was with kindness. But it is not so now. Only the wolf is there. Will you still let him rage and eat your lambs, or will you drive him out?

Alfred. I will drive him out, mother, if I can. How shall I do it?

Mother. Try to forgĕt the fault of William; think how good he has been to you, and try to

excuse him, for he did not mean to offend you. Then, *wh*en you love him, the innocent lambs will again be seen, and the wolf must flee.

Alfred. I don't think I am angry with William, mother.

Mother. But you were just now.

Alfred. Yes; but the wolf is no longer in my heart. He has been driven out.

Mother. I am glad of it. Do not again, Alfred, do not, any of you, my children, let wild beasts prey upon the lambs of your flock. Fly from them in as much terror as you would fly from a wolf, a tiger, or a lion, were one to meet you in a wood. Wild beasts injure the body, but evil passions injure the soul.

TABLE OF CONSONANT ELEMENTS.

A-TONICS.

f,	as in	*f*ame,	*f*ane,	*f*ate,	*f*i*f*e,	*f*ile.
h,	"	*h*ale,	*h*am,	*h*ate,	*h*ark,	*h*arm.
k,	"	*k*eel,	*k*eep,	*k*iss,	*k*in*k*,	*k*ir*k*.
p,	"	*p*ee*p*,	*p*i*p*e,	*p*lum*p*,	*p*u*lp*,	*p*um*p*.
s,	"	*s*ame,	*s*ane,	*s*ave,	*s*end,	*s*ense.
t,	"	*t*aste,	*t*art,	*t*aug*ht*,	*t*empt,	*t*oas*t*.
th,	"	*th*ank,	*th*ing,	*th*ink,	tru*th*,	you*th*.
ch,	"	*ch*ase,	*ch*arge,	*ch*arm,	muc*h*,	marc*h*.
sh,	"	*sh*ade,	*sh*ake,	*sh*ame,	*sh*all,	*sh*out.
wh,	"	*wh*ale,	*wh*at,	*wh*eat,	*wh*ich,	*wh*ite.

LESSON LI.

Wal′ton Broâd way sẽrv ant va cà′tion
hånd some mẽr chant pre pâre′ La fay ette (laf à yẽt′)

JAMES AT HOME.

THIS is the picture of a fine street in the city of New York. It is called Lafayette Place.

2. There are some large and very handsome houses, behind those trees, on the right side of the street. James Walton's father lives in one of them. His name is Edward Walton, and he

owns a large store in a vĕry wide and lŏng street, called Broadway.

3. James has a vĕry good and wise mother. Though she is the wife of a rich New York merchant,[1] she dresses him in a very plain and simple manner, and does not allow him to be vain and proud, as boys sometimes are that have rich par'ents.

4. James loves his mother, and does all he can to please her. She has taken so great pains to teach him to do right at all times, that he has become a good and thoughtful boy.

5. I mean that he is a good boy on the whōle; though, like other boys of his age, he sometimes does wrŏng.

6. There are no boys that always do right; but some, when they do wrŏng, love the wrŏng and cling to it, and mean to do it as ŏften as they can. James, when he has done wrŏng, is sŏrry for it, and resolves to do so no more.

7. He rises vĕry early in the morning and prepares for school. He does not trouble the servants, for he has been taught to help himself.

8. He does not play with Bruno, his pet dŏg, nor with Prince, his little pony, nor with

[1] Mer'chant, a man who trades with distant countries; one who buys and sells goods.

any of his playthings, in the morning, but he hastens to school, and studies all the time he has, till his class is called out.

9. Mr. Clark, his teacher, loves him very much, for he is quiet in school, and always learns his lessons well, and is kind to his school-mates on the play-ground.

10. James learned his lessons so well, and was so good a boy at home and at school, that his father promised to let him pass the summer vacation in the country, with his uncle Alfred.

11. In the next lesson, I will tell you what James saw at his uncle's in the country, and how he enjoyed his visit.

LESSON LII.

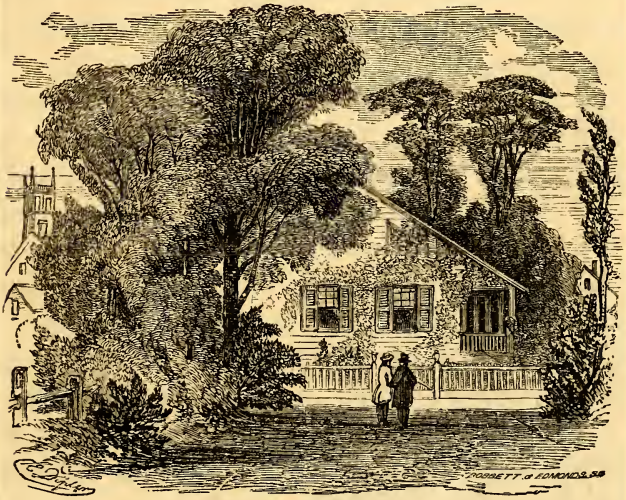
shi'eld	hay ing	swal low	hĕalth' i er
scythe	cur rants	pĭtch fork	sur round' ed
Jĕr' sey	chĕr ries	wood house	gōose' ber ries
mōw er	wĭnd row	Cōld-brook	tink led (tĭngk' kld)

JAMES IN THE COUNTRY.

MR. ALFRED WALTON, or Uncle Alfred, as James calls him, lives on a very fine farm in the State of New Jersey.

2. It is about twenty miles from the city of

New York, and is called Coldbrook farm, because a brook of vĕry cold and clear water runs through it.



3. Here you see a picture of the farm-house. It is cool and pleasant in summer; for, though not large, it is surrounded by fine shrubs and trees, which shield it from the heat of the sun.

4. Mr. Clark's school closed the last of June, and he had a vacation of ten weeks. James passed all this time in the country, with his Uncle Alfred, and he enjoyed his visit vĕry much.

5. I dare say he would have been lonely,

had it not been for his cousin Henry, who was about his own age. They soon became great friends, and were seldom found apart.

6. James did not idle his time away, nor trouble his uncle, as some boys do, when they visit their friends; but he was vĕry useful.

7. He would rise early in the morning, and help his cousin to water the horses, and drive the cows to pasture, after they had been milked.

8. Sometimes he would carry in wood from the wood-house; and he and Henry would climb chĕrry-trees, and găther chĕrries, and pick currants and gooseberries in the garden, for his aunt.

9. One morning James and Henry rose vĕry early, and took their rods and lines, and followed the brook down through the meadow, to cătch some fish for Henry's mother, who was ill, and did not relish[1] her food.

10. It was a vĕry pleasant walk. The clear and cold water tinkled[2] over the little pebbles in the brook, and the green mŏss and mint had grown up in the grass on its banks. The birds were singing, and the air was sweet with the odor of clover and wild flowers.

11. They followed the brook down to a deep

[1] Rel'ish, to like or to enjoy.——[2] Tink'le, to make sounds like a small bell, quick and sharp.

place, under the roots of an old tree, in the wood, where they soon caught six fine spotted trout. This was rare sport for James, as he had never before been a-fishing.

12. In haying-time, James and Henry helped Mr. Walton make hay. But some of the boys and girls, who read this lesson, may not know how hay is made. I will now tell you.

13. The mowers[1] first cut down the grass with scythes, into thick swaths, or rows. Here you see James and Henry turning over these thick rows, and spreading them out, so that the grass may dry. They wear straw hats, with wide rims, so that the sun may not shine in their faces. James has a rake, with which he turns over the rows, and Henry has a pitchfork, to spread them.

14. After the grass is dry, it is raked up into

[1] Mow'er, one who cuts grass with a scythe.

large rows, called wind-rows. It is then loaded on the wagon, and taken to the barn. James and Henry sometimes raked up the hay that fell from the wagon as it was loaded.

15. Sometimes, when there was a shower, they would lie on the sweet new hay, in the barn, and hear the rain-drops patter on the roof, and the swallows twitter in their nests under the eaves.

16. When vacation was over, and James returned home, his face was so brown and sunburnt, that his schoolmates hardly knew him; but he was much strŏnger and healthier than he would have been, if he had remained in the city.

LESSON LIII.

tongue	mō tion	sā*u* cer	prov o cā′ tion
strā*igh*t	rĕd dish	pur pose	fore head (fŏr′ ed)
cā′ lyx	spārk les	chē*e*r ful	hand some (hăn′ sum)
bŏt tom	swē*e*t ness	plū mage	quar rel (kwŏr′ rel)
grē*e*n ish	hŭm ming	ō′ pen ing	ex am ple (egz ăm′ pl)

THE HUMMING-BIRD.

THE humming-bird is the smallest of all birds, and it is also one of the handsomest. It is almost always on the wing, and it flies so fast, that the wings can scarcely be seen.

2. It has a vĕry lŏng bill, in the shape of an awl. The bill is sharp at the point, so that it can be thrust into a flower, and extract the sweet honey from the bottom of its cup.

3. The cup of a flower is called the cālyx. The cālyx is sometimes deep, and it has a vĕry nărrōw opening. With its lŏng and sharp bill, the humming-bird can reach to the bottom of the flower, where all its sweetness lies.

4. The tongue of the humming-bird is forked; that is, it is divided so that it looks like two tongues, or like the prŏngs of a fork. The feathers on its wings and tail are black, but those on its body, and under its wings, are of a greenish brown, with a fine reddish glŏss, which no silver, gold, nor velvet can imitate.

5. It has a small crest or tuft of feathers, on its head. The crest is green at the bottom, and brighter than gold at the top. It sparkles in the sun like a little star in the middle of its fŏrehead. The bill is black, straight, and slender, and of the length of a small pin.

6. This bird keeps its wings in such rapid motion, that their beautiful color can only be seen by the glitter. This rapid motion of its wings causes a humming sound, and from this sound it has its name of humming-bird.

7. The humming-bird lays but two ĕggs, and they are about the size of small peas. The eggs are as white as snow, with a few yĕllōw specks on them. These birds hatch their eggs in ten days.

8. When the young first appear, they are of the size of a blue-bottle fly. The plumage of the young is not so bright as that of the old birds.

9. The humming-bird is easily tamed. In an hour after it has been caught, the little cheerful captive will ŏften come and suck the honey, or sugar and water, from flowers held out to it.

10. In a few hours more it becomes tame enough to sip sweets from a saucer, and soon it will come to the hand that feeds it. In dark or rainy weather, it seems to pass most of the time dozing on the perch, or roost, in its cage.

11. The humming-bird is a brave little fellōw. It sometimes dares to attack other birds much larger than itself, if they go too near its nest. He attacks even the king-bird, and drives the martin back to his box.

12. Sometimes it will attack the yĕllōw-bird and the spărrōw without any provocation.[1] I

[1] Prov o ca' tion, any thing that causes anger.

hope none of my little readers will copy the bad example of these pretty little birds, and quarrel purposely with other children, larger or smaller than themselves.

EXERCISE IN ARTICULATION.

SUB-TONIC COMBINATIONS.

bl,	as in	*bl*ade,	*bl*ame,	*bl*aze,	*bl*ack,	*bl*and;
	"	*bl*ast,	*bl*eak,	*bl*eat,	*bl*eed,	*bl*ess.
gl,	"	*gl*aze,	*gl*ass,	*gl*ance,	*gl*eam,	*gl*ean;
	"	*gl*ee,	*gl*ide,	*gl*impse,	*gl*obe,	*gl*ue.
br,	"	*br*ave,	*br*ain,	*br*eak,	*br*oad,	*br*oth;
	"	*br*ass,	*br*anch,	*br*ick,	*br*ing,	*br*ink.
dr,	"	*dr*ain,	*dr*awl,	*dr*eam,	*dr*ead,	*dr*egs;
	"	*dr*ess,	*dr*ive,	*dr*ink,	*dr*ought,	*dr*own.
gr,	"	*gr*ace,	*gr*apes,	*gr*ave,	*gr*and,	*gr*ant;
	"	*gr*een,	*gr*eet,	*gr*ind,	*gr*ipe,	*gr*ove.

LESSON LIV.

Grē′ cian	dĭg ni fied	at tăch ment
Mai da	pow er ful	sus pĭ cious
Scŏt land	troŭb le some	sur round ed
symp toms	pē*a*ce a ble	ŭ′ su al ly
grey hound	scru pu lous	dis po sĭ′ tion
blăck guard	jē*a*l ous y	cu ri ŏs i ty
ŏr′ i gin	ap pē*ar*′ ance	par tĭc′ u lar ly

MAIDA, THE SCOTCH GREYHOUND.

A HOUND is a dŏg, with lŏng, smooth, hanging ears, and lŏng limbs, that enable him to run very swiftly. The greyhound is not so called on account of his color, but from a word which denotes his Grecian ŏrigin.[1]

2. The Scotch greyhound is a larger and more powerful animal than the common greyhound; and its hair, instead of being sleek and smooth, is lŏng, stiff, and bristly. It can endure great fatigue.

3. Sir Walter Scott had a very fine dŏg of this kind. His name was Maida. He was one of the finest dŏgs of the kind ever seen in Scotland, not only on account of his beauty and dignified appearance, but also from his great size and strength.

4. When Sir Walter travelled through strange towns, Maida was usually surrounded by crowds of people. He indulged their curiosity with

[1] Or' i gin, that from which any thing first springs.

great patience until it began to be troublesome, and then he gave a single short bark, as a signal[1] that they must trouble him no more.

5. Nothing could exceed the fidelity, obedience, and attachment of this dŏg to his master, whom he seldom quitted, and on whom he was a constant attendant, when travelling.

6. Maida was a high-spirited and beautiful dŏg, with black ears, cheeks, back, and sides. The tip of his tail was white. His muzzle,[2] neck, throat, breast, and legs were also white.

7. The hair on his whōle body and limbs was rough and shaggy, and particularly so on the neck, throat, and breast. That on the ridge[3] of the neck he used to raise, like a lion's mane, when excited to anger.

8. His disposition was gentle and peaceable, both to men and animals; but he showed marked symptoms of anger to ill-dressed or blackguard-looking people, whom he always regarded[4] with a suspicious[5] eye, and whose motions he watched with the most scrupulous[6] jealousy.

[1] Sig′nal, a sign that gives notice of something.——[2] Muz′zle, the nose and front part of the mouth of an animal.——[3] Ridge, the top, or upper part.——[4] Re gard′ed, noticed, looked upon.——[5] Sus pi cious (sus pish′ us), doubtful; not trustful.——[6] Scru′pulous, nice; exact.

LESSON LV.

pĕn′ cil	pre pâred	ma jĕs tic
rē*a*p ers	tĕr′ ri fied	in scrĭp tion
pôr trā*i*t	ô ver thrō*w*	ex hib it ed (egz hĭb′)
hĕ*a*d lông	Ab bots ford	pe cul iar i ty (pe kŭl yăr′)
re strā*i*nt′	a vĕr′ sion	dis ple*a*s ure (plĕz′ ur)

MAIDA, THE SCOTCH GREYHOUND: CONCLUDED.

SIR WALTER used to give an amusing account of an incident which befell Maida in one of his chases. "I was once riding over a

field, on which the reapers were at work, the stooks or bundles of grain being placed behind them, as is usual.

2. "Maida, having found a hare, began to chase her, to the great amusement of the spectators, as the hare turned very ŏften and very swiftly among the stooks. At length, being hard pressed, she fairly bolted into one of them.

3. "Maida went in headlong after her, and the stook began to be much agitated in various directions; at length the sheaves tumbled down, and the hare and the dog, terrified alike at their overthrow, ran different ways, to the great amusement of the spectators."

4. Among several peculiarities[1] which Maida possessed, one was a strŏng aversion[2] to artists, arising from the frequent restraints he was subjected to, in having his pōrtrait taken, on account of his majestic appearance.

5. The instant he saw a pencil and paper produced, he prepared to beat a retreat; and, if forced to remain, he exhibited the strŏngest marks of displeasure.

6. Maida's bark was deep and hollow. Sometimes he amused himself with howling, in a very

[1] Pe cul iar i ties (pe kūl yar' e tes), things found in one person or thing and in no other.——[2] A ver' sion, dislike.

tiresome way. When he was vĕry fond of his friends, he used to grin, tucking up his whōle lips, and showing all his teeth; but this was only when he very much desired to recommend himself.

7. Maida lies buried at the gate of Abbotsford, Sir Walter's country-seat, which he lŏng protected. A gravestone is placed over him, on which is carved the figure of a dŏg. It bears the following inscription:[1]

"Beneath the sculptured form which late you wore,
Sleep soundly, Maida, at your master's door."

LESSON LVI.

Rŏb′erts	mū̇sic al	de lī*gh*t′ ed	ā*u* tŏm a ton
turn ing	gĕn tle man	un der stood′	clar i o nĕt′
ē*as*′i ly	hănd some ly	in tĕl′ li gent	ma chin′ er y
ō pen ing	ĭn stru ment	in quĭs i tive	pi ā′no-fôr′te

THE AUTOMATON CLARIONET-PLAYER.

A GENTLEMAN, by the name of Roberts, had a little son, of about eight years of age, named George, who was a very bright and intelligent lad.

[1] In scrip′tion, something written to give knowledge to persons in after years.

2. By intelligent, I mean that he easily understood what was said to him. This little boy was also very inquisitive. By inquisitive, I mean that he asked a great many questions, in order to understand what he heard or saw.

3. His father, one day, took George to see a very great curiosity,[1] which was exhibited[2] in Bŏston. A German had made the figure of a man, and dressed it very handsomely, and had put a great deal of work on the inside of the man.

4. He had also a door, or opening, in the back of the man, where any one could see how it was made to move its eyes, its arms, and its fingers.

5. This wooden man was called an autŏmaton, because it appeared to move itself, while, all the time, it was not the man that moved, but the work, called machinery, in the inside of the man, that moved.

6. As the wooden man stood up in the room, it was at first covered with a screen. The maker would go behind the screen, and wind up the machinery, in the same manner that a watch or clock is wound up.

[1] Cu ri os' i ty, something rarely seen, but well worth seeing.——
[2] Ex hib' it ed, brought out to be shown.

7. The maker then moved the screen, and the wooden man lifted up its head, and bowed three times to all the people that had come to see it; turning its head first to the right, then to the left, and then in front.

8. It held in its hand a musical instrument, called a clarionet. When it had bowed, as I have said, it raised its eyes, and lifted the clarionet up to its mouth, and closing its lips tight around the mouth-piece of the instrument, it raised its fingers, one after another, and played some very sweet tunes.

9. Its maker also played on a piano-forte the same tunes with the wooden man. George and his father, and all the persons in the room, were delighted with the music which it made.

10. In the next lesson, you will read what George Roberts and his father said, when they returned home from visiting the musical wooden man. But first I will tell you its name. It was called the Automaton Clarionet-Player.

LESSON LVII.

hŏme′ ward	kẽr nel	bẽl lŏws	ex hi bĭ′ tion
cẽr riage	bẽr ries	con vẽrsed′	con ver sā tion
cŏf fee	pow der	dĭ′ a logue	cu ri ŏs i ty

THE AUTOMATON CLARIONET-PLAYER: CONTINUED.

AFTER George and his father had left the room, where they had seen the wooden man, they conversed togĕther about it, on their way homeward.

2. When two persons talk together about any thing, what they say to one another is called a dialogue. The following is the conversation, or dialogue, which took place between George and his father at that time.

Father. Well, George, my son, how were you pleased with the exhibition?

George. I don't know what you mean, father, by an exhibition. I never saw such a thing.

Father. Did not the man show you the beautiful wooden man, that made the sweet music?

George. Oh yes, father, I saw the wooden man. Is that an exhibition?

Father. When any thing is showed to a number of persons, it is called an exhibition of that thing. The person who shows it is called an exhibitor, and the thing is said to be exhibited. And now, George, what do you think of the exhibition?

George. It was very pleasing, father, and the

man was handsome, and it made very sweet music. But was it not alive, father?

Father. No, my son, not any more than a carriage is alive, when it moves, and we ride in it.

George. What made it move, father, if it was not alive?

Father. I will answer your question by asking another. You have seen Anna, the cook, put cŏffee into the mill, and turn the handle of the mill, to grind the coffee. The coffee came out of the mill, not in kernels, or berries, as it was put in, but, as you know, in the form of powder.

George. Yes, father, but Anna grinds the cŏffee, and that breaks up the berries into very small pieces.

Father. True, my dear; but Anna merely puts the cŏffee into the mill, and turns the handle, and the fine coffee falls out. It is not Anna, but the work, called machinery, inside of the mill, that grinds the coffee. The mill will not grind the coffee unless Anna turns the handle.

George. Is there work, or machinery, in the musical man, father?

Father. Yes, George. There is a great deal of machinery inside of an automaton, and the

wonder is how a man can make it produce so many and such beautiful effects.

George. Does not the wooden man make the music, father?

Father. The wooden man can not make music, of itself, my son. Some of the machinery in the inside of the wooden man makes a pair of bellows blow, other machinery carries the wind to little reeds, and still other machinery causes the wooden man to lift up its fingers, and move its head and its eyes; but it can not walk, nor do any thing, except what the machinery makes it do.

George. But is it not very curious, father, to see it move its eyes and its head, and look around the room, as if it were alive?

Father. Yes, George; and if the wooden man could walk about, and talk too, it would be the greatest curiosity in the world.

George. Father, are there any wooden men that can walk about and talk?

Father. There are many men that can walk about and talk, but none that are made of wood.

George. But you have told me, father, that all men, and even you yourself, were once little boys and helpless infants. Was the wooden man ever a little wooden boy?

In the next lesson, you may read what answer George's father made to this question, and what further he said to his son.

LESSON LVIII.

slēep′ ing	wor ship	won′ der ful	in tĕnd′ ed
wāk ing	dis plāced′	mĕd i cine	cre ā tor

THE AUTOMATON CLARIONET-PLAYER: CONCLUDED.

"NO, my son," said George Roberts' father. "It was made a wooden man, and always will be a wooden man. But curious and wonderful as it is, it is by no means so wonderful as any living man or child that you see.

2. "You have in you a great deal more machinery than the wooden musical man, and so have I, and everybody else. But we can not see our machinery. There is no hole in our backs, nor can it be seen while we are alive.

3. "So long as we live, this machinery is always at work. By means of it, we walk, and talk, and laugh, and cry, and eat, and drink.

4. "We have a great Creator who made us, and the smallest of his works is much more wonderful than any thing that man ever made.

5. "We have never seen this great Creator, but he always sees us, and knows what we do. The wooden man will sometimes gĕt out of order, because the machinery breaks or gets displaced.

6. "When our machinery gĕts out of order, we are ill, or sick. The medicine that we are required to take when we are ill, is intended to put the machinery in order to make it work right.

7. "The wooden man does not take medicine, because it would do it no good. When it is out of order, the man who made it can open its back and put the machine in order.

8. "And now, my son, I wish you to think of our great Creator, who made us and all the machinery in us. How wonderful he is, how great, and how good to us! Every thing we do and every thing we enjoy, we owe to him.

9. "He watches over us at all times, whether we are sleeping or waking. He made all things that we see around us, in the fields, and the woods, and everywhere else.

10. "We should love, worship, and obey our great Creator, and attend to all that he tells us. He has given us a book in which he has told us what to do. That book is called the Bible, and the name of our great Creator is God."

LESSON LIX.

sĕarched	pi*e*rc ing	prayer (prâr)
pâused	flēet ing	an swered (ân′ serd)
shĭl′ ling	wrĕtch ed	list en ing (lĭs′ sn ing)

FAITH IN GOD.

1. I KNEW a widow vĕry poor,
Who four small children had:
The oldest was but six years old,
A gentle, modest lad.

2. And vĕry hard this widow toiled
To feed her children four;
A noble heart the mother had,
Though she was very poor.

3. To labor, she would leave her home,
For children must be fed;
And glad was she when she could buy
A shilling's worth of bread.

4. And this was all the children had
On any day to eat:
They drank their water, ate their bread,
But never tasted meat.

5. One day, when snow was falling fast,
And piercing was the air,

I thought that I would go and see
How these poor children were.

6. Ere long I reached their cheerless home;
'Twas searched by every breeze;
When, going in, the eldest child
I saw upon his knees.

7. I paused to listen to the boy:
He never raised his head,
But still went on, and said, "Give us
This day our daily bread."

8. I waited till the child was done,
Still listening as he prayed;
And when he rose, I asked him why
That prayer he then had said.

9. "Why, sir," said he, "this morning, when
My mother went away,
She wept, because she said she had
No bread for us to-day.

10. "She said we children now must starve,
Our father being dead;
And then I told her not to cry,
For I could gĕt some bread.

11. "'Our Father,' sir, the prayer begins,
Which made me think that he,

As we have no kind father here,
Would our kind Father be

12. "And then you know, sir, that the prayer
Asks Gŏd for bread each day;
So in the cŏrner, sir, I went;
And that's what made me pray."

13. I quickly left that wretched room,
And went with fleeting feet,
And very soon was back again
With food enough to eat.

14. "I *thought* Gŏd heard me," said the boy.
I answered with a nod;
I could not speak, but much I thought
Of that boy's faith in God.

EXERCISES IN ARTICULATION.

ATONIC COMBINATIONS.

sk, as in	*sk*ate,	*sk*iff,	*sk*ill,	*sk*irt,	*sk*ulk;
"	*sk*ull,	*sc*arf,	*sc*old,	*sc*orn,	*sc*owl.
sp, "	*sp*ace,	*sp*ade,	*sp*an,	*sp*ark,	*sp*eak;
"	*sp*eed,	*sp*ell,	*sp*end,	*sp*ice,	*sp*ike.
st, "	*st*ain,	*st*amp,	*st*and,	*st*art,	*st*alk;
"	*st*ick,	*st*one,	*st*ove,	*st*oop,	*st*out.
sq. "	*sq*uare,	*sq*uash,	*sq*uat,	*sq*ueak,	*sq*uall;
"	*sq*ueal,	*sq*ueeze,	*sq*uint,	*sq*uirm,	*sq*uirt.

LESSON LX.

cåll′ eth	pŭt teth	tråv eled	o bē′ di ence
lē*a*d eth	ē*a*st ern	strån ger	shep herd (shĕp′erd)

CALLING HIS SHEEP BY NAME.

A GENTLEMAN who was traveling in Greece, passed a flock of sheep, in his morning walk, and asked the shepherd if it was common in the Eastern countries to give names to sheep.

2. He said that it was, and that the sheep obey the shepherd, when he calls them by their names.

3. The gentleman asked the shepherd to call out one of his sheep. When he did so, it left the flock at once, and ran up to the shepherd, with looks of pleasure, and with a ready obedience, which he had never before seen in any other animal.

4. The Bible says of the good Shepherd: "The sheep hear his voice; and he calleth his own sheep by name, and leadeth them out. And when he putteth forth his own sheep, he goeth before them, and the sheep follow him, for they know his voice. And a stranger will they not follow, but will flee from him; for they know not the voice of a stranger."

5. The Lord says: "I am the good Shepherd, and know my sheep, and am known of mine."

6. The gentleman, of whom we were just speaking, also asked the shepherd whether the sheep would come when a stranger called them by name; but he said they would not, but would flee at the voice of a stranger.

7. He said that many of his sheep were still wild, because they had not yet learned their names; but that, when taught, each would learn its own name. Those which know their own names, he called tame sheep.

8. Remember, dear children, that the Lord is your good Shepherd, and knows all of your names. You hear his voice, and come at his call, when you do good; but you wander from his fold, and do not hear his voice, when you do what is wrŏng.

9. All of you have been taught what it is to do right, and all of you know what it is to do wrŏng. We hope that none of you are wild sheep, but that all know the voice of your good Shepherd, and will come when he calls you.

LESSON LXI.

shout′ing ĕch o sŭb stance ex plăined
fright′ened pow ers pro dūced′ a gainst (a gĕnst′)

THE ECHO.

A BOY, who had taken great pains to learn to bark like a dŏg, when walking through a wood, thought this would be a fine place to bark. So he said, "Bow! wow! wow!"

2. As soon as he had made this noise, a voice in the wood said, "Bow! wow! wow!"

3. "Dŏggy! dŏggy!" said he, and there was a quick reply of "Dŏggy! dŏggy!"

4. "Who are you?" called the boy.

5. "Who are you?" said the voice in the wood.

6. "Why, Edward Blair!" answered the boy.

7. "Why, Edward Blair!" said the voice in the wood.

8. "Why do you mŏck me?" said Edward.

9. "Why do you mŏck me?" said the voice in the wood.

10. "What a fool you are!" said the angry boy; and the quick reply of the voice in the wood was, "What a fool you are!"

11. "If I can find you, I will whip you!" said Edward. As soon as he had said this, the voice in the wood shouted, "If I can find you, I will whip you!"

12. This so frightened him, that he ran home, in great haste, and told his father there was a bad boy in the woods, shouting and calling him names.

13. "Would you like to know the name of the bad boy in the woods?" said his father.

14. "Oh yes, father; and why could I not find him?"

15. "Edward, the name of this boy, as you call him, is *Echo.* The reason why you can not find him is, that an echo is only a sound. You can not see a sound, can you?"

16. "No, father; but where did the sound come from?"

17. "First, Edward, if you should throw a stone into a pond, you may tell me what effect it would have upon the water."

18. "It would set the water in motion."

19. "Well, my son, if the water strike against a rock, when it is in motion, what effect would the rock have upon the water?"

20. "The rock would send the water back again," said Edward.

21. "Just so," said his father, "is an echo produced. When you speak or shout, the sound of your voice sets the air in motion, and when the motion of the air strikes against a tree, or some other hard substance, the sound is sent back, so that you hear your own words."

22. After his father had thus explained to this little boy what the echo is, he made a friend of it, and used often to amuse himself and his friends with its powers.

LESSON LXII.

mŏd′ est	măn tel	vĭ′ o let	Prŏv i dence
sŭl try	mŏss y	hăp pi er	un nō′ ticed
sāt ins	spärk les	di a dem	con tĕnt ment

THE VIOLET.

A FABLE.

1. DOWN in a humble dell
A modest vĭolet chanced to dwell,
Remote[1] from gayer flowers:
Its days were passed in simple ease;
It sipped the dew and kissed the breeze,
Nor thought of happier hours.

2. Lŏng lived it in this quiet way,
Till, on a hot and sultry[2] day,
About the midst of June,
It chanced to spy a lady fair,
All dressed in satins rich and rare,
Come walking by, at noon.

3. And thus the silly flower began:
"I much should like to live with man,
And other flowers to see:
Why is it, for I can not tell,
That I forever here should dwell,
Where there is none but me?"

4. While thus it spoke, the lady stopped
To pick up something she had dropped,
And there the flower she spied;

[1] Re mōte', far from; distant.——[2] Sŭl' try, very hot and close.

And soon she plucked it from its bed,
Just shook the dew-drop from its head,
And placed it at her side.

5. Soon at the lady's splendid home
The violet found that she was come,
For all was bright and gay;
And then upon the mantel-shelf,
With many a flower beside herself,
Was placed, without delay.

6. And oh, how glad and proud was she
In such a splendid place to be!
But short was her delight;
For rose and lily turned away,
And would not deign a word to say
To such a country wight.[1]

7. She passed the day in much disgrace,
And wished that she might change her place,
And be at home again.
She sighed for her own mossy bed,
Where she might rest her aching head;
But now to wish were vain.

8. Next morn, the housemaid, passing by,
Just chanced the little flower to spy,
And then, without delay,

[1] Wight, a person; here means the violet.

She rudely seized its tender stalk,
And threw it in the gravel walk,
And left it to decay.

9. And thus it mourned. "O silly flower,
To wish to leave my native bower!
Was it for this I sighed?
Oh, had I more contented been,
And lived unnoticed and unseen,
I might not thus have died!"

10. Nor let this lesson be forgot:
Remain contented with the lot
That Providence decrees.
Contentment is a richer gem
Than sparkles in a diadem,[1]
And gives us greater ease.

LESSON LXIII.

dĕaf	smĕll ing	pro nounce′	ăc′ ci dent
pĕr′ son	tăst ing	dis ēase	pĕr fect ly
sĕns es	nēi ther	per cēive	ĭn stru ment
hēar ing	scăr let	de fĕcts	col or (kŭl′ er)
sēe ing	trŭmp et	ex plāin	un for′ tu nate
fēel ing	frā grance	de prīved	im pŏs si ble

[1] Di a dem, the crown, or head-dress, worn by kings.

THE FIVE SENSES.

ALL persons, who are not deprived by nature or by accident of something which belŏngs to them by the gift of Gŏd, their Creator, have five senses.

2. The names of these five senses are hearing, seeing, feeling, smelling, and tasting. Besides these senses, they have a gift called the power of speech.

3. Infants can hear, see, feel, smell, and taste; but they can not speak at first. By degrees, they learn to speak, and they speak the sooner, if they have a little brother or sister, who tries to teach them to pronounce little words, such as they can understand.

4. Some persons are born without some of the senses. The blind are those who cannot see. Sometimes persons are born blind, and sometimes they lose their sight by disease, or by some unfortunate accident.

5. Some persons are deprived of speech, that is, they can not speak a word. Such persons are ŏften born without the power of speech. Some persons are also born dĕaf, that is, they can not hear, and sometimes they become deaf by disease or by accident.

6. Some persons also are born without the sense of smell. Such persons can not perceive the fragrance of sweet flowers, or any other pleasant odor. And some persons are born with some defects, by which they can neither hear, see, smell, taste, nor feel, so quickly or so perfectly as others.

7. When a person is born blind, he can have no idea of colors. He can not tell white from black, nor red from green, nor any other color.

8. A person once tried to explain to a man, who was born blind, what the color of scarlet was like. Scarlet is a bright, red color.

9. After the blind man had heard his friend explain[1] for a lŏng time what scarlet is like, he at last clapped his hands with joy, and said, "Oh, I know now what scarlet is. It is like the sound of a trumpet."

10. I suppose you know that there is nothing in the sound of a trumpet, or of any other instrument, at all like scarlet, or any other color.

11. But this story shows that when a person is born without any one of the senses, it is impossible to explain to such a person any thing which belŏngs to that sense.

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[1] Ex plāin', to tell the meaning; to make clear.

LESSON LXIV.

ån′ vil	prăc tice	syl la ble	dis tĭnct′ ly
hăm mer	ėa′ si ly	făc ul ty	mu si cian (zĭsh′ an)

THE FIVE SENSES—CONCLUDED.

THE five senses, seeing, hearing, smelling, tasting, and touching, may all be improved by education.[1] That is, persons may be taught to see better, hear better, and do every thing better, which they do ŏften, or practice frequently.

2. Every faculty[2] can be improved by practice. Some persons can perceive many things with their eyes closed, which others can not perceive with their eyes open.

3. I have known some persons, who could tell, by feeling alone, one piece of money from another, without looking at it. They could tell whether it was good money, or bad: whether it was silver, or gold, or copper.

4. Some persons learn to see a great way ŏff. Sailors, who watch on the ocean, can see ships and boats, at a great distance, distinctly, which other people could not see at all.

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[1] Ed u cā′ tion, teaching, bringing out the powers of the mind or of the body.——[2] Făc′ ul ty, the power of doing any thing.

5. Musicians notice a difference in sounds, which other persons suppose are exactly alike. And every person, who practices the use of any one sense, always improves that sense, so that it becomes more perfect.

6. So also in talking. Persons who are careful to speak plainly, and to pronounce every syllable of a word distinctly, learn by degrees to speak so clearly, that everybody knows what they say, even if they do not speak loud.

7. They can be heard distinctly in a large room, when others, who speak much louder, can not be understood at all.

8. Every thing, that we do ŏften, we do easily. A child, who walks a great distance every day, will soon be able to walk a lŏng time without fatigue.

9. A blacksmith has to lift a very heavy hammer, and to strike a very hard blow with it on the anvil. But after he is used to it, it becomes as easy to him as the lifting of a light hammer is to another man.

10. Now, if little boys and girls will remember what I have told them, they may know that every lesson which they learn makes the next one easier.

11. Although they may not like to learn les-

sons at first, if they study them well, they will become easier and easier every day, until at last they are learned so easily, that they become a plĕasure, rather than an unpleasant task.

EXERCISE IN ARTICULATION.

SUB-TONIC AND A-TONIC COMBINATIONS.

cl, as in	*cl*aim,	*cl*asp,	*cl*ass,	*cl*ear,	*cl*ean;
"	*cl*imb,	*cl*ing,	*cl*ink,	*cl*ose,	*cl*oak.
fl, "	*fl*ake,	*fl*ame,	*fl*ag,	*fl*ash,	*fl*ax;
"	*fl*eece,	*fl*eet,	*fl*esh,	*fl*ow,	*fl*oor.
pl, "	*pl*ace,	*pl*ain,	*pl*ate,	*pl*ead,	*pl*ease;
"	*pl*edge,	*pl*ight,	*pl*uck,	*pl*um,	*pl*unge.
sl, "	*sl*ack,	*sl*ate,	*sl*ave,	*sl*ay,	*sl*ed;
"	*sl*eek,	*sl*eep,	*sl*ice,	*sl*ide,	*sl*oop.

LESSON LXV.

mĕad′ ow	åb sence	mix ture	to gĕth′ er
blŏs som	brĭll iant	pȧint ing	sĕp′ a rate ly

COLORS.

WHAT makes the woods and the green mĕadōws, and the sweet-smelling flowers, so beautiful? It is the bright colors, which are mixed togĕther in them, that make them so pleasing to the eye.

2. One is never tired of looking at the green grass in the meadows, the white and red blossoms in the trees, and the beautiful blue sky above our heads.

3. Why do we not see them in the dark night? The grass is on the meadows, the blossoms are on the trees, and the sky is still above our heads in the night time; but we can not see the bright green on the grass, nor the red and white blossoms on the trees, nor the sŏft blue in the sky.

4. Where are the colors in the night time? They have gŏne away, but they will return again with the cheerful light of day. In the night time, when there is no light, every thing looks black.

5. The colors come with the light, and when the light goes away the gloomy black returns. Black, then, is no color, but only the absence of light and color.

6. Did you ever see a beautiful rainbow? There all kinds of bright colors are seen. There you may see the red, ŏrange, yĕllōw, green, blue, indigo, and vīolet, all separately, and all mixed up together.

7. The ends of this brilliant bow seem to rest on the earth, while it extends up to the

very top of the sky. In it, as I have said, you see seven colors; red, orange, yellow, blue, indigo, green, and violet. But after all, there are but three colors in the bow, and these are red, blue, and yellow.

8. The other colors are only a mixture, formed from these. When the blue and yellow are mixed together, they make a green. When the blue and the red are mixed, they produce a violet, or purple.

9. The beautiful colors in the fields, the trees, in pictures and paintings, and on the feathers of birds, the leaves of flowers, and every object that you see, all are produced by mixing together the simple colors, blue, yellow, and red. The blue you see in the sky, the red in the rose, and the yellow on the butter-cup and the bright sun-flower.

10. But the poor blind boy is deprived of all these beautiful sights. For him, there is no beautiful sunrise; no purple and golden sunset; no silver moon; no green fields nor trees; not a bright flower or bird. They are all lost to him, for he can not see them. How thankful ought you to be to your heavenly Father, who has opened your eyes to all these beautiful sights

LESSON LXVI.

THE BLIND ASYLUM.

IN South Bŏston, there is a vĕry large house, with very many rooms in it, where blind children are received, to be taught to read, write, and spell.

2. It may seem strange to you, that blind children can be taught to read, when they can not see a letter. They can not read such books

as you read, which are printed with black and red letters, for they can see no colors.

3. But there are books made on purpose for the blind, and they can read them, by feeling the letters with their fingers. The letters are not black, nor red, but are of the same color with the leaf on which they are made.

4. The letters are raised on the page, and stand up, something like buttons on your dress. If you shut your eyes, and pass your fingers up and down your dress, you can feel the buttons; and if one button is larger, or smaller than another, you can tell, by feeling, which is the larger and which is the smaller, without opening your eyes.

5. Sometimes, too, there are figures on some of your buttons, and others are plain. With your eyes shut, you can tell, by the feeling, which is a figured button, and which is a plain one. In this manner, the blind are taught to read, by feeling the letters. By lŏng practice, they learn to read, with their fingers, almost as fast as other people can with their eyes.

6. I know a blind man, who when he hears of any thing that is vĕry handsome, or pretty, asks to *see* it. He can not see it, but when it is put into his hands, he feels all over it, and very

quickly finds out as much about it as most people can, who see it with their eyes.

7. The large house, where the blind children are taught, is called the Asy'lum for the Blind. The blind children are there taught how to read, write, and spell; and some of them also are taught most other things that children learn who are not blind.

8. Some of the blind children are taught to sing, and to play on the piano-forte, on the harp, on the flute, on the guitar, or violin, or some other musical instrument. Some learn to make almost every thing that others can make, who are not deprived of their sight.

9. Some of the children have to put away the clothes of the other children, after they have been washed. Although they can not see, they never make a mistake in putting each one's clothes into the drawers where they belŏng.

10. Now these blind children are vĕry happy at the asylum, because they always have something to do, which they know how to do. Other blind children, who have never been taught to be useful, are not as happy as those at the asylum, who always have some one about them to amuse them, and to teach them what to do, and how to do it.

LESSON LXVII.

Brĭdg′ man	ĭn′ dus try	noth ing (nŭth′ ing)
de scribed′	un der stood′	creat ure (krĕt′ yer)

LAURA BRIDGMAN.

AMONG the children who were sent to the blind asylum, that was described in the last lesson, was one vĕry unfortunate little girl, whose name is Laura Bridgman.

2. This little girl was sent there when she was very young, and she was the most unfortunate little child that I ever heard of.

3. She was not only blind, but she was also dĕaf and dumb. Deaf persons are those who can not hear, and dumb persons are those who can not speak.

4. Some persons are only slightly dĕaf, and can hear when loud noises are made; and some can hear only when the noises are very loud. But poor little Laura could not hear a sound, whether loud or not.

5. She could see nothing. She could hear nothing. She could not speak a word. Now what could this poor little unfortunate creature do? She could feel, she could smell, and she could taste, and that was all that she could do,

until she came to the blind asylum. There she was taught to read, to write and to spell.

6. Does it not seem strānge to you that she could read, though she could not see a letter, hear a sound, nor speak a word? She does not speak when she reads, but she spells with her fingers, and she can tell with her fingers what she reads.

7. When she reads, she takes hold of some one's hand, and makes motions with her fingers, which are understood by the person whose hand she holds. She reads the same kind of books that other blind persons read, with raised letters.

8. But she has now learned to read and write herself, and has grown up to be quite an intelligent woman; although, when she first went to the blind asy'lum, she knew but little more than a young kitten, or little puppy.

9. Now if a little girl, who was dĕaf, dumb, and blind, has learned so much by attention and in'dustry, how much ought other children to do, who can see, hear, and speak!

10. You can not be too thankful to your good and great Creator, who has given you the use of all your senses, seeing, hearing, feeling, smelling, and tasting.

11. Think, for a moment, of how much poor Laura is deprived. She can not hear sweet music. She can not talk in words to her friends. She can not see beautiful pictures, nor enjoy the pleasant sight of the country, and the green grass, and trees, and flowers, as you can. But she can smell the sweet flowers, and enjoy the sweet breeze of summer, and thank her friends and her Gŏd for what she has learnt.

EXERCISE IN ARTICULATION.

SUB-TONIC AND A-TONIC COMBINATIONS.

cr,	as in	*cr*ape,	*cr*ave	*cr*aze,	*cr*ank,	*cr*ash;
	"	*cr*eak,	*cr*eam,	*cr*eek,	*cr*eep,	*cr*ook.
fr,	"	*fr*ail,	*fr*ame,	*fr*eak,	*fr*ee,	*fr*eeze;
	"	*fr*iend,	*fr*ost,	*fr*oth,	*fr*own,	*fr*uit.
pr,	"	*pr*ide,	*pr*ize,	*pr*int,	*pr*ince,	*pr*aise;
	"	*pr*ank,	*pr*ompt,	*pr*one,	*pr*oof,	*pr*oud.
tr,	"	*tr*ace,	*tr*ain,	*tr*ail,	*tr*ade,	*tr*amp;
	"	*tr*eat,	*tr*ead,	*tr*ice,	*tr*ick,	*tr*ill.

LESSON LXVIII.

Oakes	Mĭn nie	mĭs chief	bŏn net
Tombs	fight ers	măl ice	ma lĭ′ cious

MISCHIEF.

MR. EDWARD read in his paper, one evening, the story of a vĕry bad man whose name was Oakes.

2. This bad man stole a trunk, that had a great deal of money in it; but he was soon found out in his theft. The money was sent to the bank, and Oakes went to the Tombs.

3. "Do you mean, by that, that they hung him?" said his little daughter Minnie.

4. "Oh no!" replied Mr. Edward. "The 'Tombs' is a great stone prison in New York, where they shut up fighters and thieves. It is such a gloomy-looking place, that they call it the 'Tombs.'"

5. "Well," said Minnie, drawing a lŏng breath, "I think he ought to be sent to prison for stealing the trunk. I dare say it was the worst kind of mischief he could do."

6. "I am not so sure of that," said Mr. Edward. "He did not wish to do the man, who owned the trunk, any harm. There was no malice in his mind against anybody. He wanted some money for himself, and if he could have got it without taking it from anybody else, I suppose he would have done so."

7. "But, Minnie, when John Rough met you coming home from school last winter, and seized your bŏnnet and shawl and ran ŏff with them, that was *malicious* mischief. He did not want the bŏnnet and shawl; but he wished you evil, and he did this trick on purpose to injure you.

8. "Now, when mischief is done on purpose to injure others, it is called malicious mischief; and it is much worse than that which is done for the sake of gĕtting something that is needed for one's self."

9. "I think so, too," said Minnie.

LESSON LXIX.

Frånk′ lin	knēel ing	work men	Bĕn′ ja min
bu*i*ld ing	ån kles	cär ried	ĭn jur ing

MISCHIEF—CONCLUDED.

"BENJAMIN FRANKLIN did some mischief once," said Mr. Edward, "when he was a boy, but it was not malicious mischief.

2. "When Franklin lived in Bŏston, there was a pond on one side of the town, at a place which has lŏng since been filled up, and which is now covered with streets and houses.

3. "The boys used to go to this pond to fish. The shores of the pond were quite low, and at the place where the boys used to stand, it became vĕry wet and muddy. To keep out of the mud and water, the boys built a piĕr, or wharf, to stand upon."

4. Here is a picture of Franklin and the other boys, building the pier, or little wharf.

The boy you see kneeling on the pier is Franklin himself. He has charge of the work. The other boys are bringing stones.

5. There are four boys helping him. They have their clothes turned up to keep them from gĕtting wet, for, in bringing the stones, they

have to wade in the water. One of the boys is above his ankles in the water, and is bringing a stone as large as he can lift.

6. There is one stone, that they are bringing, which is too large for one boy to lift, and two have taken it between them. There is a boy with a strānge cap upon his head, who is calling to the two boys who have the big stone in their hands, to bring it round to his side of the pier.

7. "I don't see what harm there was, in making a pier like that," said Minnie.

8. "The harm was in the manner in which they got the stones," said her father. "There were no stones to be found about the ground, where the pier was to be built, and the boys went a little way ŏff where some had been left, to build a house with; and, when the workmen had gŏne to dinner, they took these stones and carried them down to their pier."

9. "Yes," said Minnie, "that was mischief."

10. "Yes, it was mischief," said Mr. Edward, "but it was not malicious mischief. The boys did not wish to do the workmen any harm. All they wished was to gĕt a piēr for themselves.

11. "Now, if those boys had not wished to

build a pier, but had taken the stones and thrown them into the pond, for the sake of injuring the workmen, that would have been malicious mischief, and would have been worse than taking the stones for a useful purpose."

LESSON LXX.

eight'y	se rène'	ĕarn est ly	com mănd ed
good ness	sĕ' ri ous	rĕv er ence	mĭs' er a ble
sĭck ness	coun te nance	de vō' tions	im mĕ' di ate ly

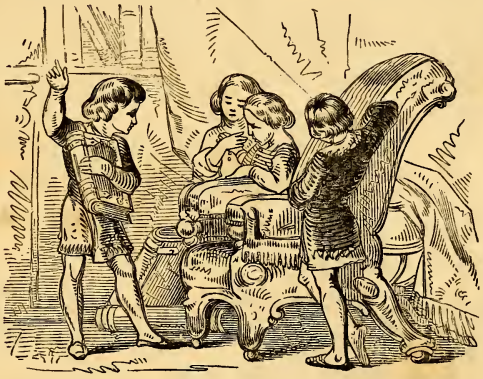
KING EDWARD AND HIS BIBLE.

I WILL tell you a little story about a young and good king. He was king of England more than two hundred and eighty years ago. His name was Edward, and, because there had been five kings before him of the name of Edward, he was called Edward the Sixth.

2. He was only nine years old when he began to reign. He was early taught to be good, by pious teachers, and he loved to do what they told him would please Gŏd. He had a great reverence[1] for the Bible, which he knew contained the words of his Father in heaven.

[1] Rĕv' er ence, love mingled with fear and respect.

3. Once, when quite young, he was playing with some children about his own age. Wishing much to reach something which was above his head, they laid a large thick book in a chair, for him to step on. Just as he was putting his foot upon it, he discovered it to be the Bible.



4. Drawing back, he took it in his arms, kissed it, and returned it to its place. Turning to his little playmates, he said, with a serious face, "Shall I dare to tread under my feet that which God has commanded me to keep in my heart?"

5. This pious king never forgot his prayers. Though the people with whom he lived were ever anxious to amuse him, and show him some new thing, they never could induce him to omit his daily devotions.

6. One day he heard that one of his teachers was sick. Immediately, he retired to pray for him. Coming from his prayers, he said, with a cheerful countenance, "I think there is hope that he will recover. I have this morning earnestly begged of God to spare him to us."

7. God did spare the teacher's life. After he became well, he was told of this; and he vĕry much loved the young king, for remembering him in his prayers.

8. Edward the Sixth died when he was sixteen years old. He was beloved by all, for his goodness and piety. His mind was calm and serene in his sickness.

9. If you are not tired of my story, I will tell you part of a prayer which he ŭsed ŏften to say, when on his dying bed.

10. "My Lord God, if thou wilt deliver me from this miserable life, take me among thy chosen. Yet not my will, but thy will, be done. Lord, I commit my spirit unto thee. Thou knowest how happy it were for me to be with thee. Yet, if thou shouldst send me life and health, grant that I may truly serve thee."

11. Children, you should do like King Edward, reverence your Bible, and love to pray to God.

LESSON LXXI.

cŏt′tage līve lŏng re frĕshed′ ac knŏwl′edged
mā̀id en whĭs pered trăv′el er draught (drăft)
skĕp tic wor shiped ex ăm′ined pre cious (prĕsh′us)

THE CHILD AND THE SKEPTIC.

1. A LITTLE girl was sĭtting beside a cottage-door,
And with the Bible on her knee, she conned its pages o'er,
When by there passed a traveler, that sultry summer-day,
And begged some water, and a seat, to cheer him on his way.

2. "Come in, sir, pray, and rest awhile," the little maiden cried;
"To house a weary traveler is mother's joy and pride."
And while he drank the welcome draught, and chatted mĕrrily,
She sought again the cottage-door, the Bible on her knee.

3. At length refreshed, the traveler, a skeptic he, uprose:
"What, reading still the Bible, child? your lesson, I suppose."
"No lesson, sir," the girl replied, "I have no task to learn;
But ŏften to these stories here with joy and love I turn."

4. "And wherefore do you love that book, my little maid, I pray,
And turn its pages o'er and o'er the lĭve-lŏng summer-day?"
"Why love the Bible, did you ask?—how angry, sir, you look!
I thought that everybody loved this holy, precious book."

5. The skeptic smiled, made no reply, and pondering, traveled on,

But in his mind her answer still rose ever and anon:
"I thought all loved the holy book"—it was a strange reply;
"Why do not I then love it too?" he whispered with a sigh.

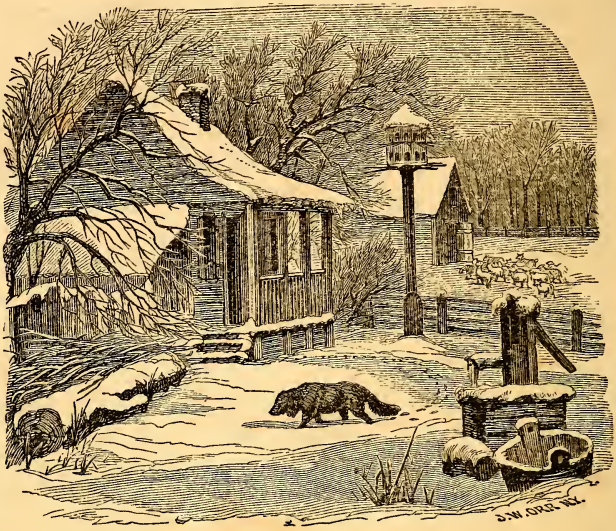
6. He mused,[1] resolved, examined, prayed; he looked within, above;
He read, acknowledged *it*, the truth, and worshiped *Him*, the love.
A nobler life from that same hour the skeptic proud began,
And lived and labored many a year a Bible-loving man.

EXERCISE IN ARTICULATION.

SUB-TONIC AND A-TONIC COMBINATIONS.

sm, as in *sm*ack, *sm*ash, *sm*art, *sm*all, *sm*ell;
" *sm*ile, *sm*ite, *sm*ith, *sm*oke, *sm*ooth.
sn, " *sn*ail, *sn*ake, *sn*atch, *sn*arl, *sn*eak;
" *sn*eeze, *sn*ow, *sn*ore, *sn*uff, *sn*ug.
str, " *str*aight, *str*ain, *str*ange, *str*and, *str*ap;
" *str*eam, *str*eet, *str*ide, *str*ife, *str*uck.
sw, " *sw*ay, *sw*ear, *sw*arm, *sw*eep, *sw*eet;
" *sw*ine, *sw*ift, *sw*ing, *sw*itch, *sw*oon.

[1] Muse, to think or study carefully.



LESSON LXXII.

WINTER.

IT snows. The large, sŏft flakes fall, one by one, through the still air,[1] and lose themselves in the dry grass,[2] or melt in the path[3] and on the door-stone. Soon the snow becomes fine and falls thick and fast.[4]

2. Hour after hour passes,[5] and the grass in the meadow is hid. The doorstep is covered with a sŏft mat of white. The brown roof of

[1] Air (år).——[2] Gråss.——[3] Påth.——[4] Fåst.——[5] Påss'es.

the barn is concealed. The dry and leafless boughs of the garden trees bend under the weight of the winter snow

3. The horses are in the warm stable. Men are milking the cows under the sheds. The sheep in the pasture[1] are moving towards the barn, and the lambs gămbol[2] after them. The old house-dog marches slowly through the strānge covering of earth. He shakes the flakes of snow from his lŏng ears, and seeks his dry bed in the kennel.[3]

4. In a few days the cold weather sets in. The air is keen and frŏsty. The white breath of winter is on the window-panes. The sharp north wind bites your ears, your nose, and your fingers, and almost chills your blood. The water in the brooks is frozen hard, and the ponds and rivers are covered with thick ice

5. In pleasant weather, you loved to wander in the fields and the woods, and were tempted to play the truant; but now, you are glad to go to school. As you hear the fierce winds blow, and, looking out of the window, see the snow fly, the thoughts of the cold almost make

[1] Past ure (pâst′ yer), land covered with grass for cattle.—— [2] Gâm′ bol, to leap and skip, or frolic.—— [3] Kĕn′ nel, a place or small house for dogs.

your teeth chatter. You lean cheerfully over your book and learn your task.

6. When Saturday comes, if you have been good and learned your lessons well, your parents will allow you to coast with your playmates. You draw your sleds up to the top of a high hill, in the field, and then start them, all at once, to see which will go farthest and be down first. Your sled goes so fast over the hard and smooth snow, that it almost takes away your breath.

7. You sometimes go to the river or pond to see the large boys skate. How smooth and bright the ice is! How fast they go on their skates! Some boys skate backwards, some slide a great distance on one skate, and others cut letters and figures on the ice.

8. You and your little sister ride to town with your par'ents, in the sleigh. The sleigh slips so smoothly over the snow that it makes no noise. The bells tinkle merrily, and you are so vĕry happy, that you don't once think of the cold air.

9. On a winter's night, you like to sit up and hear pleasant stories. Sometimes you read a fine book, or study the lessons your teacher gave to you. Then you have nice apples and nuts to eat. You throw the shells of the nuts

into the fire, and as you sit watching the strange shapes they make on the bright coals, you fall asleep in your chair.

LESSON LXXIII.

THE CHILDREN AT THE OAK.

1. BENEATH an old oak's leafy shade,
In careless infant glee,
Three little children sat, and played,
Or chased about the tree.

2. So light and airily[1] they went
With each a beaming face,
The grass beneath their footsteps bent,
Sprang back and took its place.

3. The flowers they'd plucked and carried there,
Lay scattered all around,
And spread their odors on the air,
While they adorned the ground.

4. As round the tree they ran and lĕapt,
Those gladsome little boys
Upon the last year's acorns stepped,
And găthered them for toys.

5. When down they sat to count them o'er,
Beneath those branches high,
That once the pretty playthings bore,
An aged man drew nigh.

6. His hair[2] was white; his eye was dim;
So slow his way he made,
The children, rising, ran to him,
And led him to the shade.

7. When, braced against the firm old oak,
And leaning on his staff,[3]
He listened, while the prattlers spoke,
And joined their childish laugh.[4]

[1] Airily (ăr'ily).—[2] Hāir.—[3] Stăff.—[4] Laugh (lăf).

8. He said, "My children dear,
Take each an acorn sound,
And, though an old man's word you hear,
Go hide it in the ground.

9. "For every one a future oak
Contains within its shell;
And when the germ[1] its sheath[2] has broke,
'Twill peer[3] from out the cell.

10. "My father, when a playful child
But in his seventh year,
An acorn from the fŏrest wild
Brought out and plănted here.

11. "Thence rose the good old tree, which thus
Throws wide its leafy vail,
And stands, while overshadowing us,
A witness to my tale.

12. "When, feeling life's swift years were spent,
He saw its end appear,
He asked[4] to have his monument[5]
The oak he planted here.

13. "And now, beneath this grassy mound
In nature's beauty dressed,

[1] Gĕrm, part of a seed which first begins to grow.——[2] Shĕath, a case or covering.——[3] Pĕer, to peep, to look out carefully.——[4] Asked (ăskt).——[5] Mŏn'u ment, a thing by which a person or event is remembered.

Which you have scattered flowers around,
His hallowed ashes rest."

14. The speaker ceased; when, quick and mute,
Each listener stepped apart;
In earth to lay the oaken fruit,
As faith lay in his heart.

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